



---

# EGIA 2018 COURSE PROJECT

---

Teaching Argumentative Writing to Grade 11-12 Students



Kexin Yang

Dec. 15<sup>th</sup>, 2018

Educational Goals, Instruction, Assessment

Instructor: Dr. Sharon Carver, Dr. Lauren Herckis

## Table of Contents

1. Educational Design Focus	4
1. 1 Learning Challenge and Project Target	4
1.2 Knowledge, Skills and Disposition Goal	4
1.3 Grade-level Standard	5
1.4 Transfer and Real-life Connections	7
1.5 Matching Goal and Tapping Motivation	7
2. Initial Resources Available	7
2.1 Experience in Domain	7
2.2 External Educators for help	7
3. Learner in Context	8
3.1 Community, value and learners	8
3.1.1 Norms	8
3.1.2 Value	8
3.1.3 Habits	8
3.2 Big Ideas	9
3.3 Essential Questions	9
3.3 School and subject	9
3.4 Lesson in Context	9
3.5 Transfer and Implication of this Course	10
3.6 Learner Characteristics & Profile	10
4. Goal Specification and Tasks Analysis	12
4.1 Goal Specification	12
4.2 Task Analysis	14
4.2.1 Task Analysis for Conceptual knowledge	14
4.2.2 Task Analysis for Procedural Knowledge	16
4.2.3 Task Analysis for Disposition	19
5. Assessment Design	20
5.1 Overview of Assessment Evidence	20
5.1.1 Assessment feedback Timeline	22
5.1.2 Justifying the Assessment:	23
5.2 Assessment of Declarative Knowledge	24
5.3 Assessment Triangle for Declarative knowledge	25
5.3.1 GRASPS Technique in Declarative knowledge Assessment:	26
5.3.2 Answer Key for the Declarative Knowledge Assessment	28
5.4 Meeting Design Criteria- Declarative Knowledge Assessment	29
5.5 Assessment of Procedural Knowledge	31

5.5.1 Applying BLUF	31
5.5.2 Writing Task	33
5.6 Assessment Triangle for Declarative knowledge	33
5.7 GRASPS Technique in Procedural knowledge Assessment:	34
5.8 Answer Key for the Procedural Knowledge Assessment	35
5.9 Meeting Design Criteria- Procedural Knowledge	37
6. Instructional Design	38
6.1 General Description	38
6.1.1 Learning environment- physical space	38
6.1.2 Learning Environment: Tools and resources in the space	38
6.1.3 Belonging	38
6.2 Established Daily Routines:	39
6.2.1 Example daily routine- lecture:	39
6.2.2 Example daily routine- workshop:	40
6.2.3 Transition	41
6.2.3.1 Language Transition	41
6.2.3.2 Sound Transition	41
6.3 Established Weekly Routines:	42
6.4 Class Norm	42
6.5 UbD Learning Plan	43
6.5 Specific Activities	45
6.5.1 Example of instructional activity in Unit2:	45
6.5.2 Materials for Unit 2	49
6.5.3 Example of instructional activity in Workshop:	50
7. Evaluation Research Design	55
7.1 Active Ingredient	55
7.2 Research to Evaluate Educational IMPLEMENTATION	55
7.2.1 Fidelity check for teachers	55
7.2.1.1 Assignments for two groups	55
7.2.1.2 Observer checklist to ensure fidelity	55
7.2.1.3 Teacher's self check	56
7.2.2 Fidelity Check for students	57
7.3. Research to Evaluate Educational IMPACT	58
7.4 Research Outline	58
7.4.1 Research Question(s)	59
7.4.2 Experimental Design	59
7.4.3 Method	59

7.4.4 Data Collection & Scoring	59
7.4.5 Hypotheses and Related Predictions	59
7.4.6 Assessment of Design Quality	60
7.4.6.1 Sampling:	60
7.4.6.2 Validity:	60
7.4.6.3 Reliability:	60
8. Self-Reflection	60
7.1 Self-Assessment of the Project PRODUCT	60
7.1.1 Alignment in My Design	60
7.1.2 How Age Level Affects My Design	60
7.1.3 Big Ideas in My Design	61
7.1.4 Clarity for Educators to Implement	61
7.1.5 Prior Knowledge and Resources of Educators	62
7.1.6 Innovation in My Design	62
7.1.7 Enhancement from Peer Feedback	62
7.2 Self-Assessment of the Project PROCESS	63
7.2.1 Strength and Weakness	63
7.2.2 Challenges you Faced	63
7.2.3 Overcome Challenges	63
7.2.4 Peer Feedback	63
7.2.5 Next Step in Project	64
7.2.6 Future Efforts	64
Reference	65
Appendix	66

# Topic Proposal

## 1. Educational Design Focus

### 1. 1 Learning Challenge and Project Target

My project target is in teaching student in grade 11-12 about argumentative writing. I am choosing this as target partly because I am involved in a research project about giving students structural feedback for their writing, but also because writing in a logical way is challenging. Not only do many students struggle to write well, but there is a general lack of confidence and enjoyment in teachers trying to teach writing due to compromised expertise.

On the teachers' side:

Many teachers have little training in how to teach writing and are often weak or unconfident writers themselves. According to Kate Walsh, president of the National Council on Teacher Quality, a scan of course syllabuses from 2,400 teacher preparation programs turned up little evidence that the teaching of writing was being covered in a widespread or systematic way.

A separate 2016 study of nearly 500 teachers in grades three through eight across the country, conducted by Gary Troia of Michigan State University and Steve Graham of Arizona State University, found that fewer than half had taken a college class that devoted significant time to the teaching of writing, while fewer than a third had taken a class solely devoted to how children learn to write. Unsurprisingly, given their lack of preparation, only 55 percent of respondents said they enjoyed teaching the subject.

“Most teachers are great readers,” Dr. Troia said. “They’ve been successful in college, maybe even graduate school. But when you ask most teachers about their comfort with writing and their writing experiences, they don’t do very much or feel comfortable with it.”

On the students' side:

Three-quarters of both 12th and 8th graders lack proficiency in writing, according to the most recent National Assessment of Educational Progress. And 40 percent of those who took the ACT writing exam in the high school class of 2016 lacked the reading and writing skills necessary to complete successfully a college-level English composition class, according to the company’s data.

### 1.2 Knowledge, Skills and Disposition Goal

My students are international students in grade 11-12 in American high school.

Knowledge	Skills	Disposition:
-----------	--------	--------------

<p><b>The student will know:</b></p> <p><b>C1.</b> what is argumentative writing as a genre</p> <p><b>C2.</b> what the structure of good argumentative writing is like.</p> <p><b>C3.</b> the definition of ethos, pathos and logos, and how they often appear in writing.</p>	<p>When given a prompt of an argumentative writing, students should learn to</p> <ol style="list-style-type: none"> <li>1. Generating ideas(P1): brainstorming possible claims and counterclaims</li> <li>2. Finalizing ideas(P2): select the most important or relevant ideas from the ideas generated, or take a point of view (when appropriate).</li> <li>3. Learn from sample text(P3): mark language “chunks” they can use in their own writing, identify the function of different paragraphs, outline the main ideas.</li> <li>4. Organizing ideas(P4): organizing their own ideas in a similar way to sample text.</li> <li>5. Writing(P5): go through several drafts before producing a final version.</li> <li>6. Peer evaluation(P6): comment on peers’ writing about both good points and where they think need improvement (e.g. claim not clear enough)</li> <li>7. Reviewing and Proofreading(P7): check details of grammar and spelling</li> </ol>	<p><b>D1-</b> Students will think in a critical way (e.g. thoroughly consider the full aspects for their claim and their counterclaim.)</p> <p><b>D2-</b> Students can be patient in writing</p> <p><b>D3-</b> Students can be objective and constructive in giving feedback to others</p> <p><b>D4</b> use other’s feedback on their writing in a strategic way.</p> <p><b>D5-</b> Student will have the good habit of structuring the framework of their writing before starting to write.</p> <p><b>D6-</b> Students can walk out of the classroom feeling comfortable about argumentative writing, have confidence in future writing tasks including of different genre, and enjoy writing in general.</p>
--	---	--

### 1.3 Grade-level Standard

In Common Core state standard, for grade 11-12, the writing standard in text type1:

## Grades 11-12 students:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### **Organize Claim and Counter-claim**

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

### **Develop and Support Your Claim**

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

### **Maintain Coherence and Cohesion**

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

### **Formal Style and Objective Tone**

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### **Conclude your Claim**

- e. Provide a concluding statement or section that follows from and supports the argument presented.

## 1.4 Transfer and Real-life Connections

For grade 11-12 students, if they intend to go to college, they would likely face SAT or ACT soon. In those exams, formal writing including argumentative one is often part of it. Formal writing is important in students' later academic life and career. For example, they will likely be expected to write formal writing in college courses. They will also need to write the cover letter, personal statement, statement of purpose in their later life or career. In these writings, the core is making a claim and sometimes persuading others to believe in your claim. This is the transfer goal of our argumentative writing and real-life connections.

Besides academic goals, being able to write in a persuasive way can transfer to your oral expression as well. If you can clearly organize your idea in writing, it may have a positive influence when you communicate ideas. For example, practicing argumentative writing may help students in ideas articulation and communication when they are in debate.

## 1.5 Matching Goal and Tapping Motivation

I can maximize the continuity between my goals and learners' goals by:

1. Illustrating the importance of argumentative writing in their later life (academic or career)
2. Illustrating the critical thinking evoked in argumentative writing is useful in their judgment, evaluation in daily life.

## 2. Initial Resources Available

### 2.1 Experience in Domain

I have my undergraduate degree in English language and literature, and I graduated from Beijing Normal University, the university best known for its education school. Therefore, I have much experience in teaching English in private or public-school setting.

As a student, I have learnt many language pedagogy related courses, such as Language learning theory, English pedagogy, Educational psychology and so.

As a researcher, I am involved in a research project in which we pay close attention to students' writing structure of different genre, in which argumentative writing is also part of it.

### 2.2 External Educators for help

I know many people teaching English in China, some are my peers who have just entered their career as teachers, some used to be my English teacher in middle and high school. Some of my college professor in undergraduate also have considerable expertise in teaching English, but their target learners are not American whose first language is English.

I do not know now any English teacher in America who may teach writing in high school setting, two professors in the university whose work have some correlation with mine is Prof. Brian MacWhinney whose expertise is in how first language is acquired and the cognitive science aspects of it; as well as my advisor Prof. Carolyn Rose who may be able to give me some linguistics-related advice. But I don't know if they would know much about the pedagogy side of writing.

My research collaborators, Shiyan Jiang, a post-doc who gained her Ph.D. degree in Teaching and Learning will be an external help, because of her expertise in education as well as her current project focus on writing.

GCC has materials regarding teaching argumentative writing, including the organization, structure, topic sentence and structure, which I have adopted as theoretical guidance.

### 3. Learner in Context

#### 3.1 Community, value and learners

I will teach high school students in grade 11-12 in an urban American public-school setting. They are international students whose native language is not English. They will have competent digital-media literacy, and will be capable of searching for information online as well as using computer software like Microsoft Word to write an essay.

Community values are in accordance with mainstream American value that they value the independence in character and being able to think and express themselves critically.

Priority: They will be facing SAT in a year or two, and generally want to do well in it to go to college.

##### 3.1.1 Norms

Students in my classroom are quite disciplined and will not disobey teachers' instruction, though it is possible sometimes they will be absent-minded if the materials are not engaging enough. Generally, they will not try to play tricks or destruct classroom discipline on purpose. They have basic respects for their teachers and their peers.

##### 3.1.2 Value

Most of them value education and want to learn well.

Idea and practices: Since they all come from different cultural background, their family educations are quite different. Some family would have very high expectation on the learners, some less so. But most of their family want them to succeed in the future. Since these students are international students, some may not learn English as their first language. Their parents can get stressed out about their literacy level not as good as native speakers.

##### 3.1.3 Habits

Most have good habits of note-taking, and listen to teachers attentively, as well as try to keep up with the pace of the class. They generally will cooperate well with their peers, and most people are comfortable sharing ideas and discussing with peers and teachers.

### 3.2 Big Ideas

Students will learn to:

1. The student learns to generate ideas for a given topic.
2. The student can choose a subset of most important and relevant ideas.
3. The student learns to evaluate sample writing and learn from them.
4. The student can be patient and strategic in revising their drafts.
5. The student can give constructive comment on their peer's writing.

### 3.3 Essential Questions

1. How can I teach learners to effectively communicate ideas?
2. How can I guide learners to select the most important and relevant ideas to address in the writing?
3. How can I teach them to organize ideas in argumentative writing in a clear way?
4. How can I guide them to give constructive feedback to peer's writing?

### 3.3 School and subject

I will teach my students in American urban public high school. My subject area is in English language arts. To be more specific, as the American National Council of Teachers of English separates English and language arts into five basic categories: reading, writing, speaking, listening and viewing. My main focus will be on the category of writing.

With this said, with the context set in the high school, high school English is a comprehensive study, combining the five skills of language arts in order to understand literature and its value. Students take mandatory English classes in which they are expected to develop analytical skills. Classes generally revolve around reading novels, essays and other forms of literature, and require students to analyze, interpret and dissect written material in order to compare, contrast and discuss elements, like the theme, characters and plot. Proficient writing skills are necessary at this point as these discussions of literature typically manifest in the form of an essay or research paper.

In short, in high school, the distinction between the five categories is less emphasized, and students generally need to involve skills in other categories such as reading and viewing to master good writing.

### 3.4 Lesson in Context

I will teach them at the beginning of the writing section in their grade. I will start the writing lesson for students in grade 11 with this sequence of lessons about argumentative writing, after that, students can do writing tasks of different genre including argumentative writing, informative/ explanatory text and narrative. Because, although argumentative writing is not the easiest, it has a quite formed structure as well as mature methodology. I feel after students know how to do argumentative writing, they would be more organized in writing informative/explanatory text, as well as narrative.

How my unit fit within the writing program of Grade 11-12:

Phase	1	2	3
Genre	Argumentative writing	Informative/ explanatory text	Narrative

### 3.5 Transfer and Implication of this Course

The learning experiences of this argumentative writing course can build on what they learn as a basic literacy curriculum. It also builds on their early writing lessons, in that this lesson will ask them to dive deeper into ideas generating, be clearer in organizing ideas, and more helpful when evaluating other's feedback. This lesson can also relate to other genres of writing, which they may learn later. The reason is this argumentative writing lesson can prepare them to be a persuasive writer. It will help them to construct and articulate their idea clearly.

As this writing lesson involve critical thinking, which is useful in other subject matter like art and history which involve evaluation, interpretation, and critique.

As they improve on argumentative writing, they will also be able to improve their ability in identifying key points, major claims, claims and counterclaim, which would be important in English reading, as well as general tasks in other domain that involve reading instructions or articles, because they may become more strategic in extracting ideas. Such domains can be their other liberal arts subjects as history, geography, the foreign language which involve much text comprehension and would generally involve writing tasks. But generally speaking text comprehension and many ideas about how to express oneself in a clear way are transferable to non-liberal arts subjects like even in chemistry, physics, and math. Because reading the textbook, writing report all involve these essential skills of reading and writing our course cover.

In a non-academic context, their ability to quickly extract the main idea about the text, as well as express themselves in a clear, BLUF (bottom-line-up-front) way will always help others understand their intention better.

### 3.6 Learner Characteristics & Profile

Developmental Level:	<p><b>Learning predisposition:</b> Learners at this age range (17-18), have a certain level of critical thinking.</p> <p><b>Process capacity:</b></p>
----------------------	---

	<p>Generally speaking, learners have a normal process capacity. Cognitively they will have the capacity to extract information while reading, construct ideas, as well as holding the ideas in working memory while writing.</p> <p><b>Metacognitive abilities:</b></p> <p>They have relatively mature metacognitive abilities, in that they can be aware of the whole writing and evaluation process.</p> <p><b>Physically:</b></p> <p>They will be able to read, write and think about claims used in writing tasks.</p> <p><b>Psychologically:</b></p> <p>They will have the mental willpower to be able to sit down and focus on a relatively long period of time (30min -1 hour). They have the patience to iterate over their drafts in order to obtain a satisfactory final version.</p> <p><b>Socially:</b></p> <p>They will be mature enough to objectively critique and evaluate on other's writing. They can view other's critique objectively and not holding a grudge over constructive criticism.</p>
Prior Experience	<p><b>Pre-existing knowledge:</b></p> <p>Learners have written simple argumentative writing before, but did not receive formal and systematic training on this.</p> <p>Therefore, they have a vague idea about this genre, but do not feel overall competent in writing this.</p> <p><b>Skills:</b></p> <p>They know how to write basic sentences, use phrases to connect sentences in a flow. They have some idea about how to convey their claim in sentences.</p> <p><b>Dispositions related to the domain:</b></p> <p>Most students have no special feeling for English writing. Some feel uncomfortable and struggling, as it is not their mother-tongue.</p> <p><b>Possible Misconceptions:</b></p> <p>Some students may have the misconception that argumentative writing should involve argument, which means they need to sound harsh and emotional in order to win the audience.</p> <p><b>Cultural and social norms:</b></p> <p>Some international students come from countries that are relatively conservative, where personal voice and independent thinking is not</p>

	<p>highly advocated. Therefore, their mindset may be less imaginative and open in terms of idea brainstorming.</p> <p><b>Specific experiences:</b></p> <p>Some students may come from countries where novel ideas are valued, in which case they would think more creatively and think less about reality. Yet some students may prefer to take the conventional path in terms of writing.</p>
Individual Differences:	<p><b>Unique interests:</b></p> <p>Some learners are very interested in writing, who even write their own stories in leisure time. They have a better sense of language and writing.</p> <p><b>Abilities:</b> Students differ in terms of intelligence, reaction time, attention span, creativity, fluency with English, past experience, as well as home culture.</p> <p><b>Disabilities:</b></p> <p>No learners in the class have physical disabilities.</p> <p><b>Temperament:</b></p> <p>Some students are more patient when writing iteratively, but some are more irritable.</p> <p>Some people tend to do things rigorously, no matter in writing or in evaluating and giving feedback, while some may do a more perfunctory job.</p>

## 4. Goal Specification and Tasks Analysis

### 4.1 Goal Specification

Conceptual Knowledge:	<p>Students will know:</p> <p>C1. what is argumentative writing as a genre</p> <p>C2. what the structure of good argumentative writing is like.</p> <p>C3. the definition of ethos, pathos and logos, and how they often appear in writing.</p>
Procedural Skills: (Students will be able to ...)	<p>When given a prompt of an argumentative writing, students should learn to</p> <p>Generating ideas(P1): brainstorming possible claims and counterclaims</p> <p>Finalizing ideas(P2): select the most important or relevant ideas from the ideas generated, or take a point of view (when appropriate ).</p> <p>Learn from sample text(P3): mark language “chunks” they can use in their own writing, identify the function of different paragraphs, outline the main ideas.</p> <p>Organizing ideas(P4): organizing their own ideas in a similar way to</p>

	<p>sample text.</p> <p>Writing(P5): go through several drafts before producing a final version.</p> <p>Peer evaluation(P6): comment on peers' writing about both good points and where they think need improvement (e.g. claim not clear enough)</p> <p>Reviewing and Proofreading(P7): check details of grammar and spelling</p>
Dispositions:	<ol style="list-style-type: none"> <li>1. D1-Critical Thinking: Students will think in a critical way (e.g. thoroughly consider the full aspects for their claim and their counterclaim.)</li> <li>2. D2- Positive Attitude: Students can be patient in writing iteratively, treating the revision process seriously by carefully incorporating other's feedback</li> <li>3. D3- Constructive and Objective: Students can be objective and constructive in giving feedback to others</li> <li>4. D4-Self-efficacy: students can walk out of the classroom feeling comfortable about and having confidence in their argumentative writing, and enjoy writing.</li> </ol>
Meta-Level Conceptual:	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. MC1- See the difference between argumentative writing and other genre and articulate it.</li> <li>2. MC2- Articulate what the good structure of argumentative writing is, and why do they think so.</li> <li>3. MC3-Articulate definition of ethos, pathos, and logos, and how they understand it.</li> </ol>
Meta-Level Procedural:	<p>Students will be able to:</p> <p>MP1: Be aware of their process of generating ideas, difficulty or ease in brainstorming possible claims and counterclaims</p> <p>MP2: Be aware of their process of finalizing ideas, difficulty or ease in selecting important or relevant, can reflect on their experience of taking a point of view (when appropriate).</p> <p>MP3: Be aware of their own learning from the sample text, pay attention to whether they can effectively learn language chunks, identify functions of different paragraphs, as well as outline the main idea.</p> <p>MP4: Be aware of whether they are organizing their own ideas in a similar way to sample text.</p> <p>MP5: Be aware of their own writing process and identify where they run into difficulty and seek appropriate help.</p> <p>MP6: Be aware of whether they have commented in a well-rounded way about peers' writing's good points and room for improvement, and</p>

	<p>reflect on their own writing.</p> <p>MP7: Be aware of the process of proofreading, and reflect on the importance of checking details of grammar and spelling</p>
Meta-Level Dispositions:	<p>Student will be able to:</p> <p>MD1- Critical thinking:</p> <p>Self-monitor and evaluate whether they are thinking in a critical way, and change towards more critical and objective thinking they detect lack of such thinking during their writing and learning process.</p> <p>MD2- Positive attitude:</p> <p>Self-monitor their attitude on iterative writing. If negative emotion arises, learners can adapt themselves into a more positive attitude and treat the iterative writing and revision seriously.</p> <p>MD3- Constructive and Objective:</p> <p>Evaluate whether they are objective and constructive in giving feedback to others. If they detect unconstructive behavior or bias, they should change their mindset towards a more objective way and give more constructive feedback.</p> <p>MD4- Self-efficacy:</p> <p>Evaluate and monitor whether they feel comfortable and have confidence in argumentative writing and writing of other genres. If not, they should adjust or seek advice.</p> <p>MD5 – Enjoyment:</p> <p>Evaluate whether they enjoy writing in general.</p>

## 4.2 Task Analysis

### 4.2.1 Task Analysis for Conceptual knowledge

#### C1. What is argumentative writing as a genre

##### C1.1 Definition of Argumentative writing

The argumentative essay is a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner.

##### C1.2 How is argumentative writing different from other genres of writing

###### C1.2.1 How is argumentative writing different from informative writing

The primary purpose of informative writing is to increase knowledge. When writing an informative/explanatory text, the writer answers questions of why or how. Informative writing educates the reader by imparting straightforward information on a certain topic. Thus it is different from argumentative writing in its purpose, which led to different uses of language and organization.

### C1.2.2 How is argumentative writing different from narrative writing

To write a narrative essay, you'll need to tell a story (usually about something that happened to you) in such a way that the audience learns a lesson or gains insight. The narrative writing is different from argumentative writing which stresses less about the story-telling.

### C1.2 How is argumentative writing different from creative writing

Creative writing is any form of writing which is written with the creativity of mind: fiction writing, poetry writing, creative nonfiction writing and more. The purpose is to express something, whether it be feelings, thoughts, or emotions.

## C2. What the structure of good argumentative writing is like.

### C2.1 Five-paragraph essay

#### C2.1.1 What is Five-paragraph Essay

The five-paragraph essay consists of (a) an introductory paragraph (b) three evidentiary body paragraphs that may include discussion of opposing views and (c) a conclusion.

#### C2.1.2 Evaluate Five-paragraph Essay

Five-paragraph essay is by no means the only formula for writing such essays.

### C2.2 Bottom Line Up Front (BLUF)

Bottom Line Up Front means to put the most important idea in your paragraph up front to be the first sentence of your paragraph.

## C3. The Definition of ethos, pathos, and logos, and how they often appear in writing.

### C3.1 The definition of ethos

Ethos, or the ethical appeal, means to convince an audience of the author's credibility or character

### C3.2 The application of ethos

Ethos can be developed by choosing language that is appropriate for the audience and topic (also means choosing proper level of vocabulary), making yourself sound fair or unbiased, introducing your expertise or pedigree, and by using correct grammar and syntax.

E.g. "I will end this war in Iraq responsibly, and finish the fight against al Qaeda and the Taliban in Afghanistan. I will rebuild our military to meet future conflicts... And I will restore our moral standing so that America is once again that last, best hope for all who are called to the cause of freedom, who long for lives of peace, and who yearn for a better future."

Democratic Presidential Candidate Acceptance Speech by Barack Obama. August 28th, 2008.

### C3.3 The definition of pathos

Pathos or the emotional appeal, means to persuade an audience by appealing to their emotions.

### C3.4 The application of pathos

Pathos can be developed by using meaningful language, emotional tone, emotion-evoking examples, stories of emotional events, and implied meanings.

E.g. "I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells.... Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed."

I Have a Dream by Martin Luther King Jr. August 28th, 1963.

### C3.5 The definition of logos

Logos, or the appeal to logic, means to convince an audience by use of logic or reason.

### C3.6 The application of logos

Logos or the appeal to logic, means to convince an audience by use of logic or reason.

E.g. "However, although private final demand, output, and employment have indeed been growing for more than a year, the pace of that growth recently appears somewhat less vigorous than we expected...Also, although consumer credit shows some signs of thawing, responses to our Senior Loan Officer Opinion Survey on Bank Lending Practices suggest that lending standards to households generally remain tight."

The Economic Outlook and Monetary Policy by Ben Bernanke. August 27th, 2010.

Meta-Level Conceptual:

MC1- See the difference between argumentative writing and other genre and articulate it.

E.g. I can see that argumentative writing aim more to persuade others, informative writing aims to improve knowledge, and narrative aim to tell a story.

MC2- Articulate what the good structure of argumentative writing is, and why do they think so.

E.g. I can see that good structure of argumentative writing often put most condensed and important idea at the beginning of a paragraph, and organized each paragraph in a logical way.

MC3-Articulate definition of ethos, pathos, and logos, and how they understand it.

E.g. I understand that to write an argumentative writing in a most powerful way, a mixed-use of ethos, pathos and logos can be effective. They each play different roles in persuading readers.

## 4.2.2 Task Analysis for Procedural Knowledge

P1 Generating ideas:

### P1.1 brainstorming possible claim

The student will get the prompt/ prompt source, after spending enough time reading them, try to come up with their own ideas/ claims about the targeted topic.

**P1.2 Brainstorming possible counterclaims**

The student will get the prompt/ prompt source, after spending enough time reading them, try to come up with what their opponent may claim opposite to their ideas.

**P2 Finalizing ideas:**

**P2.1 select the most important or relevant ideas from the ideas generated**

Students may generate many ideas, yet some are going to be more relevant to the main idea this writer want to convey than others. Students should select the most important ideas, and put the rest aside for now. They can be added in if length and time permit, or if appropriate.

**P2.2 take a point of view**

This is after students have generated and selected the most ideas, naturally, they should be able to see how those ideas can connect together to form a claim or point of view that the writer can take as his/her main point of view.

**P3 Learn from sample text:**

**P3.1 mark language “chunks” they can use in their own writing,**

When students see good words, phrases, and sentences appropriate to use in their own writing, they are able to mark them down and try to apply them in later use.

**P3.2 identify the function of different paragraphs in the sample text**

When studying the sample text, students can see a clear role that each paragraph the sample text is playing, which will be beneficial for them to adopt a similar strategy in organizing paragraphs.

**P3.2 outline the main ideas of the sample text**

Students can extract and evaluate the main ideas of the sample text, are they easily communicated? Are they clearly structured in an organized and logical way?

**P4 Organizing ideas:**

**P4.1 organizing their own ideas in a similar way to sample text.**

The student can take the ideas they finalized and organize them on paper, in a logical and easily communicated way.

**P5 Writing:**

**P5.1 produce coherent and complete writing**

Students can produce write a complete essay with claims well-supported by evidence. The essay should be concise, clear and coherent.

**P5.2 Incorporate feedback and write iteratively before producing a final version.**

Students can incorporate peer feedback into their drafts to revise or rewrite.

**P6 Peer evaluation:**

**P6.1 comment on peers’ writing about good points**

Students can while reading other people's essays, identify the advantage and good points in them, and comment objectively to those.

P6.2 Point out where they think need improvement

Students can while reading other people's essays, identify the room for improvement, and comment objectively to those. (E.g. pointing out if other's claim is not clear or well-supported enough)

P7 Reviewing and Proofreading:

P7.1 check details of grammar and spelling

Students can review and proofread their own essays and get rid of grammar mistakes and spelling errors.

Meta-level Procedural:

MP1: Be aware of their process of generating ideas, difficulty or ease in brainstorming possible claims and counterclaims

E.g. Am I effectively generating ideas? Is the process of brainstorming hard or easy? Can I or did I generate any counterclaim that my essays may encounter?

MP2: Be aware of their process of finalizing ideas, difficulty or ease in selecting important or relevant, can reflect on their experience of taking a point of view (when appropriate ).

E.g. Am I setting aside ideas less relevant to my central claim and focusing on the most important ideas I want to convey in my essay?

MP3: Be aware of their own learning from the sample text, pay attention to whether they can effectively learn language chunks, identify functions of different paragraphs, as well as outline the main idea.

E.g. Did I notice anything in the text that I can apply later in my own essays? Am I able to see the role and function of the paragraphs?

MP4: Be aware of whether they are organizing their own ideas in a similar way to sample text.

E.g. Am I organizing my ideas in a clear and logical way? Does my outline make sense and easy to understand?

MP5: Be aware of their own writing process and identify where they run into difficulty and seek appropriate help.

E.g. Am I writing smoothly? Is there difficulty I meet while I am writing essays? Do I need help in my writing process?

MP6: Be aware of whether they have commented in a well-rounded way about peers' writing's good points and room for improvement, and reflect on their own writing.

E.g. Am I contributing idea to help my peer improve their essays? Am I identifying both good points and room for improvement?

MP7: Be aware of the process of proofreading, and reflect on the importance of checking details of grammar and spelling

E.g. Did I treat the work of proofreading seriously before handing in the final draft? Am I making effort to get rid of every spelling error and grammar mistakes in my essays? Do I feel checking details like grammar and spelling important?

#### 4.2.3 Task Analysis for Disposition

##### D1-Critical Thinking:

###### D1.1 Critical Thinking in class

During the lecture and workshop, students can participate mentally by pitching in ideas and voice their own opinion after critical thinking it through.

###### D1.2 Critical Thinking in writing

In doing the writing tasks, students are able to bring out new, innovative ideas that require deeper processing of the materials.

###### D1.3 Critical Thinking in feedback

In giving feedback to peer's writing, students can generate objective feedback that assesses others' essays in a well-rounded and unbiased way.

##### D2- Positive Attitude: Students can be patient in writing iteratively, treating the revision process seriously by carefully incorporating other's feedback

###### D2.1 Positive Attitude in Writing

Students can be motivated and patient in writing. They will avoid behaviors like writing perfunctorily.

###### D2.2 Positive Attitude in Revising

When received other people's feedback on their essays, students should be motivated to read them, consider possible improvement they can make on their essays.

###### D2.3 Positive Attitude in Feedback giving

When given a peer's essay, the student can take on a positive attitude by carefully read it, think carefully about its strength and weakness and give feedback.

##### 3. D3- Constructive and Objective:

Students can be objective and constructive in giving feedback to others

##### 4. D4-Self-efficacy:

Students can walk out of the classroom feeling comfortable about and having confidence in their argumentative writing, and enjoy writing.

##### Meta-level Disposition:

##### MD1- Critical thinking:

Self-monitor and evaluate whether they are thinking in a critical way, and change towards more critical and objective thinking they detect lack of such thinking during their writing and learning process.

E.g. Am I trying to think creatively and critically by transforming the information given in the prompts or am I simply repeating them? Is my idea cliche or innovative?

#### MD2- Positive attitude:

Self-monitor their attitude on iterative writing. If negative emotion arises, learners can adapt themselves into a more positive attitude and treat the iterative writing and revision seriously.

E.g I know that even though iterative writing can be tiring, only in this way our essays will become polished and better, so I will stick to this process.

#### MD3- Constructive and Objective:

Evaluate whether they are objective and constructive in giving feedback to others. If they detect unconstructive behavior or bias, they should change their mindset towards a more objective way and give more constructive feedback.

E.g. Am I being biased or objective in judging other's work? Am I judging their essays objectively regardless of how they treat me in daily life, and regardless of my personal relationship with them?

#### MD4- Self-efficacy:

Evaluate and monitor whether they feel comfortable and have confidence in argumentative writing and writing of other genres. If not, they should adjust or seek advice.

E.g. Do I believe I can do well in writing? Can I write well in genres other than argumentative writing?

#### MD5 – Enjoyment:

Evaluate whether they enjoy writing in general.

E.g. During the lecture and workshop, am I enjoying the process of writing and revising my essay?

## 5. Assessment Design

### 5.1 Overview of Assessment Evidence

My assessment approach is divided into two parts. One is for assessing students' conceptual knowledge about the idea and definition related to achieving a good argumentative writing. The other one is assessing their procedural competency in applying writing strategy and actually construct a good argumentative essay.

This is justified by learning sciences theory, illustrating that people's cognition often involves two parts: procedural and declarative knowledge. These two types of knowledge are inseparable, and transfer and flexibility of knowledge can only be achieved most efficiently if people are equipped with both types of knowledge.

Also, as the goals are identified by differentiating conceptual and procedural, it makes sense to explicitly assess both types of knowledge in the assessment.

<p><b>Performance Tasks:</b></p> <p>We can review the accuracy of students' quiz answer on:</p> <ol style="list-style-type: none"> <li>1. Distinguishing Topic sentences and thesis statement.</li> <li>2. Identifying the definition, function, and pattern of BLUF strategy</li> <li>3. Illustrating the definition and function of ethos, logos, and pathos.</li> <li>4. Illustrating the features and function of argumentative writing.</li> <li>5. Applying BLUF strategy to revise example text</li> </ol> <p>We can review the quality of their assessment of:</p> <ol style="list-style-type: none"> <li>1. Write an argumentative essay</li> </ol>	<p><b>Other Evidence:</b></p> <ol style="list-style-type: none"> <li>1. We can observe students' interest in writing, from their activeness in class, the length of their writing.</li> <li>2. We can observe the proficiency of their writing competency by seeing how much time they take to do the quiz.</li> <li>3. We can also ask in an informal way about their difficulty and a general feeling of the writing course.</li> </ol> <hr/> <p><b>Student Self-Assessment / Reflection:</b></p> <ol style="list-style-type: none"> <li>1. Students can reflect on the feedback they got from assignments, as well as tests.</li> <li>2. Students can also reflect on the peer feedback they got from classmates on their writing.</li> </ol>
--	--

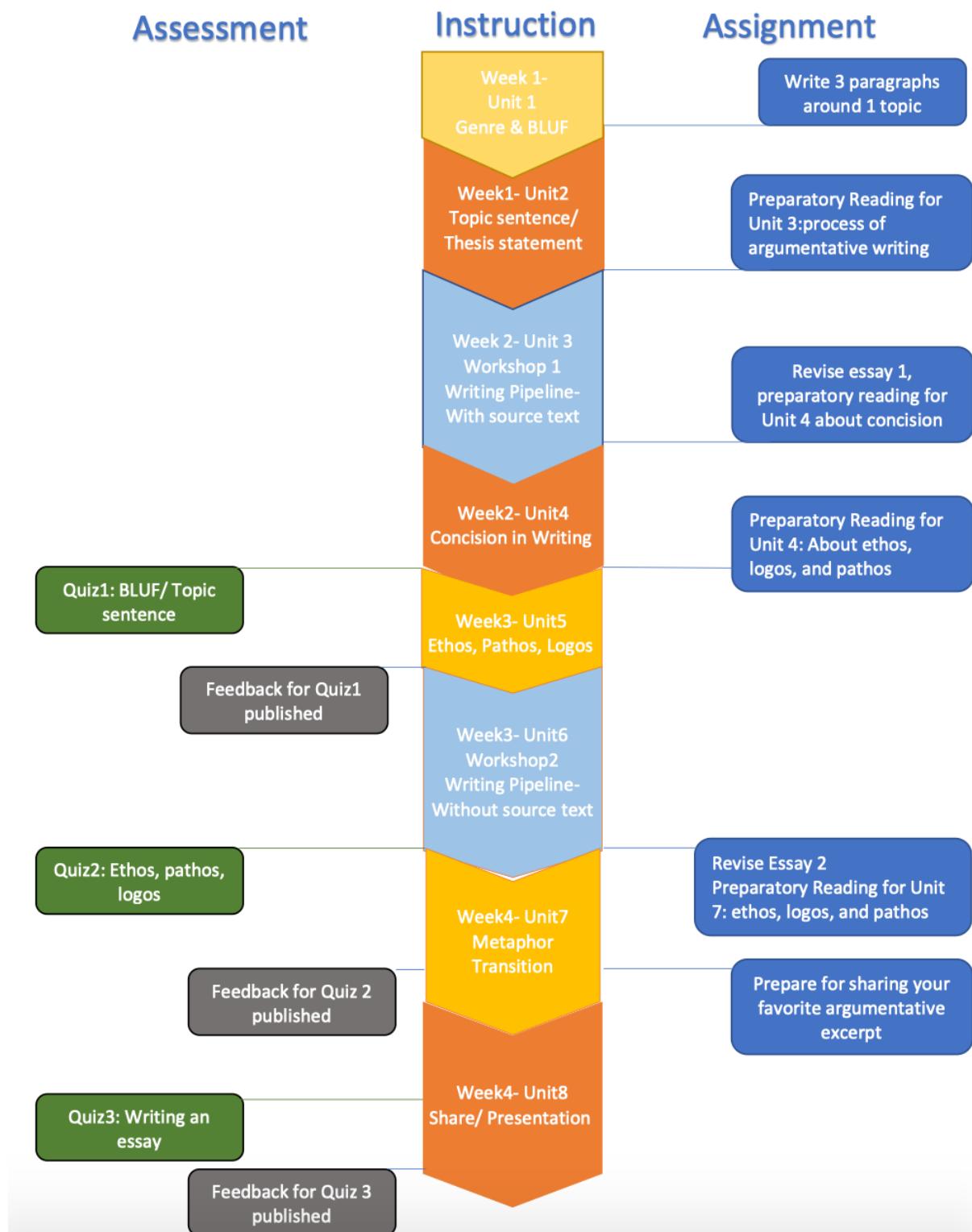
**Formative:**

1. Casual and informal asking/ surveying in the process of the course are formative.
2. The early quiz (any quiz except the final quiz) can be formative in their potential of changing the course design.

**Summative:**

1. The writing tasks at the very end of the argumentative writing session.

### 5.1.1 Assessment feedback Timeline



I plan this 10-hour course to spread in 5 weeks, with 2 hours each week. I plan to have the quiz on second, third and fourth week after lectures and workshop, so as to reinforce their learning.

Feedback will likely be given to them within two days of their quiz, except for the essay writing task which may take half a week to grade.

I plan to teach the topic sentence, BLUF strategy, on the first-week lecture, have a workshop that enables learners to start an authentic iterative writing process.

On the second week, I will quiz about the definition taught in the first week, as well as how to apply BLUF to revise.

On the second week, I will also introduce rhetorical devices like ethos, logos, and pathos, which will be quizzed on the third week.

On the workshop on the second week, we will practice applying the rhetorical devices.

On the fourth week, they will have an assessment that asks them to write an argumentative essay in a limited time.

### 5.1.2 Justifying the Assessment:

#### Alignment:

The assessments are aligned with the goals: C1, C2, C3, MC2, P4, P5. Though it did not cover all the goals, especially in procedural goal. As P5 is a more comprehensive goal which is an end-result of P1-P4, assessing P5 should have the indirect effect of assessing P1-P4.

#### Transfer:

The revision tasks of applying BLUF should have a very strong effect on ensuring transfer because, despite the specific context given, the examples given actually spread across four genres of text and two types of problems, so students seeing different texts in the future should be able to transfer and apply the BLUF strategy to them.

Validity, Reliability, Triangulation: These three big ideas are discussed later in 5.3, 5.4, 5.6, 5.7, and 5.9.

Achievability: The assessments are not too much workload, because many of them are short answers. If students are paying attention in class, they should be able to answer that well.

The writing tasks are time-consuming, but students will only be asked to do it very limited times. My plan is one time in instruction/ assignment, one time in assessment.

## 5.2 Assessment of Declarative Knowledge



### Argumentative Writing

This quiz test your understanding about some declarative knowledge of argumentative writing.

**What is different between topic sentence and thesis statement?**

Your answer \_\_\_\_\_

**Where are topic sentences usually located?**

Your answer \_\_\_\_\_

**Why should topic sentence be at the place you mentioned in last question?**

Your answer \_\_\_\_\_

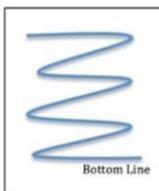
**Where are thesis statement usually located?**

Your answer \_\_\_\_\_

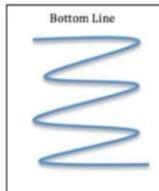
**What is BLUF the acronym for, and what does it mean?**

Your answer \_\_\_\_\_

**Which is the desirable organization, according to BLUF?**



A



B

**NEXT**

Never submit passwords through Google Forms.



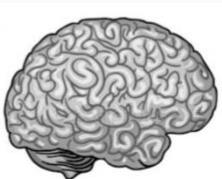
## Argumentative Writing

**Argumentative Writing**

This quiz test your understanding about some declarative knowledge of argumentative writing. Specifically, about the genre of argumentative writing, ethos, pathos and logos.

1. The pictures below are representations of logos, pathos and ethos, identify which is the symbol of logos?

A 

B 

C 

2. What is your opinion of the function of argumentative writing, in other words, what is it trying to achieve?  
 Your answer \_\_\_\_\_

3. What are the key function of ethos, pathos, and logos?  
 Your answer \_\_\_\_\_

[BACK](#) [NEXT](#)

Never submit passwords through Google Forms.

### 5.3 Assessment Triangle for Declarative knowledge

Triangle Component	Details
Cognition (Content)	<p>The assessment of declarative knowledge can target the following goals:</p> <p>C1: what is argumentative writing as a genre</p> <p>C2. what the structure of good argumentative writing is like.</p> <p>C3. the definition of ethos, pathos and logos, and how they often appear in writing.</p>

<b>Observation (Format)</b>	<p>In the assessment, students will:</p> <p>Do:</p> <ol style="list-style-type: none"> <li>1. Identify the difference between the topic sentence and thesis statement.</li> <li>2. Identify the BLUF strategy, and its representation.</li> <li>3. Identify and illustrate the function of ethos, logos, and pathos.</li> <li>4. Illustrate the function of argumentative writing.</li> </ol> <p>Say: No oral task is involved in this assessment.</p> <p>Create: No creation or creative production is involved in this assessment.</p> <p>The assessment context is structured, which means that students are actually asked to review before classes, and complete the quiz in a limited time.</p> <p>Directions are clear instructions of how to complete each question, as indicated in the assessment interface.</p> <p>Scaffolds including external materials given during assessment are minimal, as these concepts are supposed to be understood by students through instructions and assignments.</p> <p>Recording techniques:</p> <p>The assessment can be filled out by student using computers, and the design of assessment can involve simple website like Google form, which will be able to record and collect responses of the students for later review.</p> <p>Details as arranged by GRASPS technique attached below this form.</p>
<b>Interpretation (Scoring, Reporting &amp; Use of Results)</b>	<p>For multiple choice questions, there are objective answers.</p> <p>For short answer or long answer, most are not subjective in nature but</p> <p>Have a consistent and reliable answer key. (Answer key is attached in later form)</p>

### 5.3.1 GRASPS Technique in Declarative knowledge Assessment:

#### ***GRASPS***

<b>Goal</b>	Your tasks is:	To correctly answer the declarative knowledge quiz.
The goal is		To provide accurate answer to the quiz that demonstrate

	to:	your understanding of the concepts.
	The problem or challenge is:	The similarity of concepts like topic sentence and thesis statement, as well the easy to be confused concepts like ethos, pathos, logos.
	The obstacles to overcome are:	Clearly distinguish similar concepts, and grasp the argumentative organization and function completely.
Role	You are:	A student in high school in grade 11 or 12.
	You have been asked to:	Do the quiz on declarative knowledge regarding argumentative writing.
	Your job is:	To clearly distinguish similar concepts, and grasp the argumentative organization and function completely.
Audience	Your clients are	High school writing teacher.
	The target audiences is	High school writing teacher.
	You need to convince	High school writing teacher that you have grasped the declarative knowledge related to argumentative writing.
Situation	The context you find yourself in is	Structured quiz.
	The challenge involves dealing with	Complete the quiz questions in limited time.
Product, Performance, and Purpose	You will create a	Completed quiz answer.
	In order to	Demonstrate your understanding about the concept being taught and practiced.
	You need to develop	Understanding through doing the tasks before quiz and listening teachers' lectures
	So that	You will be able to complete the quiz.

<i>Standards and Criteria for success</i>	Your performance needs to	Convince teachers that you have understood the conceptual knowledge about argumentative writing.
	Your work will be judged by	Your writing instructors in high school.
	Your product must meet the following standards	Acceptable accuracy that show your comprehension in argumentative writing.

### 5.3.2 Answer Key for the Declarative Knowledge Assessment

Assessment question number	Points	Answer Key
<b>Section 1: Thesis statement, topic sentences and BLUF</b>		
1	18	Topic sentence convey the central idea of a paragraph, while a thesis statement conveys the major claim of the whole essay.
2	18	Topic sentences are usually located at the beginning of a paragraph.
3	18	Topic sentence should be put at the beginning of a paragraph because it can help readers to spot your opinion and claim in the most efficient way.
4	18	Thesis statement is usually located at the end of the introduction paragraph.
5	18	BLUF stands for “bottom line up front”, means that the sentence that is the conclusive summary of the idea of a paragraph should be put at the beginning of the paragraph.
6	10	B
<b>Section 2: Ethos, Pathos, Logos</b>		
1	20	B
2	30	Argumentative writing is trying to persuade readers into accepting a certain claim that the writer is trying to make,

		through rhetorical devices.
3	30	<p>Ethos: It is also called ethical appeal, means to convince an audience through author's credibility or character.</p> <p>Pathos: It is the emotional appeal, meant to persuade an audience by appealing to their emotions.</p> <p>Logos: It is the appeal to logic, means to convince an audience by use of logic or reason.</p>

#### 5.4 Meeting Design Criteria- Declarative Knowledge Assessment

Design Criteria	How tasks meet them
Validity	<p>With reference to the guideline about validity of assessment as in fig 2, (UbD p187), I find the tasks have quite high validity.</p> <p>For the first quiz about topic sentences and thesis statement, it is valid because it is targeting at assessing students' conceptual knowledge of these ideas, while the tasks are also asking them about distinguishing and explaining these concepts.</p> <p>Similarly for the ethos, logos, and pathos tasks, with the goal of assessing declarative knowledge, the valid way is to ask them to demonstrate their understanding by explaining and illustrating the definition and functions of each of them.</p>
Reliability	<p>For the first task (topic sentence), the result should be indicative of whether students know consciously where is the most proper location of topic sentence and thesis statement, as well as their difference in function.</p> <p>Also their explanation should represent whether they understand the BLUF strategy.</p> <p>However the last multiple choice may be a little too narrow in implication and may be unclear to students, as some may get confused about why a bottom line is at the front, because of the simplicity of picture visualization.</p> <p>For the second quiz about logos, pathos, and ethos, asking them to explain should demonstrate their understanding of their definition. However, we may need a separate task to test how they can identify where these rhetorical devices are actually used in essays, as well as how they may use them.</p> <p>So this task is only reliable in demonstrating students' understanding</p>

	about the definition, not the application of these rhetorical devices.
Equity for different learners	Before taking the quiz, the learners are expected to have thoroughly learnt and practice the BLUF strategy, as well have learnt about the definition and application of ethos, pathos and logos. Therefore, the assessment ensure equity for different learners. Also, for the writing task, the limit time for each quiz are 40 minutes for the first one and 20 minutes for the second one, which should be enough for a normal student at high school to complete, without discriminating against students who are on the slower side of writing and organizing ideas.

## 5.5 Assessment of Procedural Knowledge

### 5.5.1 Applying BLUF



**Argumentative Writing**

**Argumentative Writing**

This quiz test your understanding about some procedural knowledge of argumentative writing.

**Applying BLUF to Revise Paragraph**

BLUF is short for "Bottom Line Up Front", in this section you are asked to read the four example paragraphs, identify why are they problematic according to BLUF, and try to revise them to your best knowledge by applying the BLUF principle.

**1. Literature Review: Below is a paragraph in a literature review, identify why is it problematic according to BLUF?**

Hyland and Hyland note that students who receive positive feedback present more positive outlooks of their writing, while students who receive mostly criticism exhibit diminishing motivation. Larry Van Brimmer conducted a study at a high school writing center and found that students who received praise or positive feedback on their writing said that the feedback made them want to work harder. Students who received negative feedback, on the other hand, felt angry with themselves for a lack of writing skills. This shows that praise is more productive than negative feedback.

Your answer

**Revise the above literature review by applying BLUF.**

Your answer

**2. Experimental Results: Below is a paragraph in an experimental report, identify why is it problematic according to BLUF?**

Table 3 shows the results of correct filtration for both the filters tested. Each column illustrates the filtration rate for a different "type" of junk mail to prove consistency. For all three conditions, Filter A correctly filtered 88%. Filter B filtered 63%. It also appears that Filter A takes longer to run than Filter B, due to the type of programming language used in the former.

Your answer

**Revise the above experimental results by applying BLUF.**

Your answer

**3. Argumentative writing: Below is a paragraph in an argumentative writing, identify why is it problematic according to BLUF?**

Gandhi's wife, Kasturba, and he did not get along for a long time. Gandhi had sexist views that were developed from societal conventions that maintained the role of the woman was to serve the man. However, after much dysfunction in his home life, Gandhi was eventually able to open his mind to alternative possibilities about the equality of women. He developed the innovative notion that women should be independent and self-reliant, which eventually became a big part of his philosophy.

Your answer

**Revise the above argumentative writing by applying BLUF.**

Your answer

**4. Cover Letter: Below is a paragraph in a cover letter, identify why is it problematic according to BLUF?**

I have completed four actuarial exams – P, MLC, FM, and C. I also have experience in hierarchical regression with multilevel models. Furthermore, I have experience performing continuous and discrete multivariate analysis on large and incomplete data sets. I also have done biostatistics in things like epidemiological modeling and study design.

Your answer

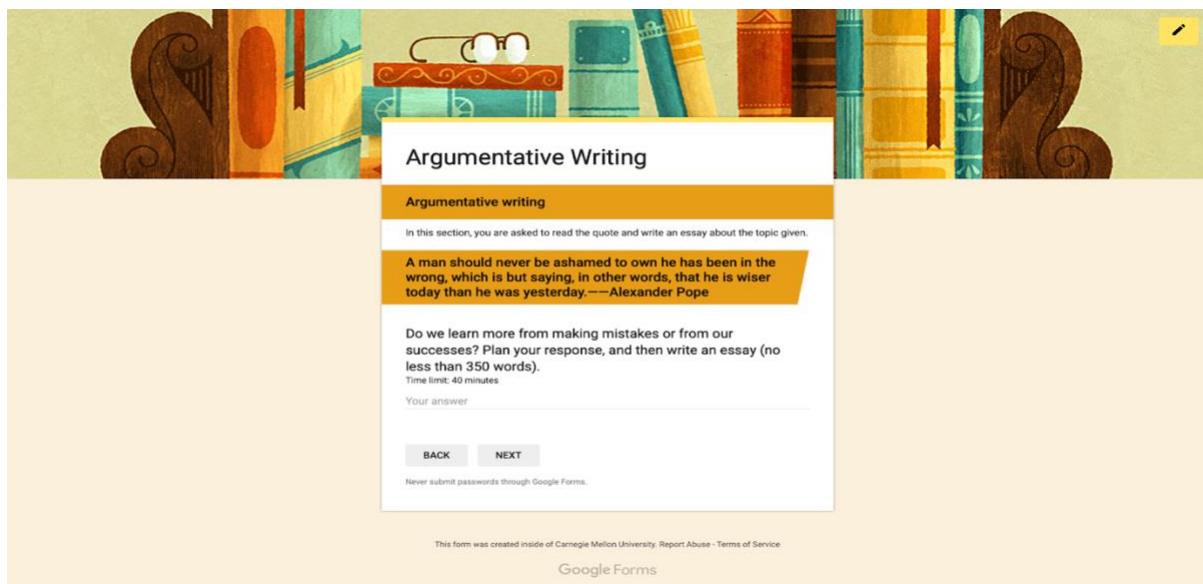
**Revise the above cover letter by applying BLUF.**

Your answer

**BACK** **SUBMIT**

Never submit passwords through Google Forms.

### 5.5.2 Writing Task



**Argumentative Writing**

**Argumentative writing**

In this section, you are asked to read the quote and write an essay about the topic given.

**A man should never be ashamed to own he has been in the wrong, which is but saying, in other words, that he is wiser today than he was yesterday. — Alexander Pope**

Do we learn more from making mistakes or from our successes? Plan your response, and then write an essay (no less than 350 words).

Time limit: 40 minutes.

Your answer

BACK      NEXT

This form was created inside of Carnegie Mellon University. Report Abuse - Terms of Service  
Google Forms

### 5.6 Assessment Triangle for Declarative knowledge

Triangle Component	Details
Cognition (Content)	<p>The assessment of declarative knowledge can target the following goals:</p> <p>C2. what the structure of good argumentative writing is like.</p> <p>MC2- Articulate what the good structure of argumentative writing is, and why do they think so.</p> <p>Organizing ideas(P4): organizing their own ideas in a similar way to sample text.</p> <p>Writing(P5): go through several drafts before produce a final version.</p>
Observation (Format)	<p>In the assessment, students will:</p> <p>Do:</p> <ol style="list-style-type: none"> <li>1. Identify the problematic organization of topic sentences</li> <li>2. Revise the organization of paragraphs by applying BLUF strategy.</li> </ol> <p>Say: No oral task is involved in this assessment.</p> <p>Create: Write an argumentative essay of their own.</p> <p>The assessment context is structured, which means that students are actually asked to review before class, and complete the quiz in a limited time.</p>

	<p>Directions are clearly instruction of how to complete each question, as indicated in the assessment interface.</p> <p>Scaffold includes the providing of quotes in the prompt for writing.</p> <p>Recording techniques:</p> <p>The assessment can be filled out by student using computers, and the design of assessment can involve simple website like Google form, which will be able to record and collect responses of the students for later review.</p> <p>Details as arranged by GRASPS technique attached below this form.</p>
Interpretation (Scoring, Reporting & Use of Results)	<p>For short answer or long answer, most are not subjective in nature but have consistent and reliable answer key. (Answer key is attached in later form)</p> <p>For the writing tasks, it will be graded according to the rubrics designed by BBC (British Council 2005), to see if the idea is clearly communicated, as well as examining the organization and language.</p>

## 5.7 GRASPS Technique in Procedural knowledge Assessment:

### GRASPS

<i>Goal</i>	Your tasks is:	To apply BLUF to sample tasks and write an essay.
	The goal is to:	To provide accurate answer to the revision tasks, and to construct a clear and coherent essay.
	The problem or challenge is:	Understanding samples, spot its problems and revise. Construct your idea and write in a coherent way.
	The obstacles to overcome are:	Write clearly, while using the rhetorical devices learnt and organization strategy learnt.
<i>Role</i>	You are:	A student in high school in grade 11 or 12.
	You have been asked to:	To apply BLUF to sample tasks and write an essay.
	Your job is:	To provide accurate answer to the revision tasks, and to construct a clear and coherent essay.

<i>Audience</i>	Your clients are	High school writing teacher.
	The target audiences is	High school writing teacher.
	You need to convince	High school writing teacher that you have grasped the procedural knowledge related to argumentative writing.
<i>Situation</i>	The context you find yourself in is	Structured quiz and timed writing.
	The challenge involves dealing with	Complete the quiz questions and write essay in limited time.
<i>Product, Performance, and Purpose</i>	You will create a	Completed quiz answer, an essay you wrote.
	In order to	Demonstrate your competency of argumentative writing.
	You need to develop	Good procedural knowledge of applying BLUF and writing your own argumentative writing.
	So that	You will be able to improve in argumentative writing.
<i>Standards and Criteria for success</i>	Your performance needs to	Convince teachers that you have understood the procedural knowledge about argumentative writing.
	Your work will be judged by	Your writing instructors in high school.
	Your product must meet the following standards	Acceptable accuracy in revision tasks, and a clearly communicated, coherent argumentative essay.

## 5.8 Answer Key for the Procedural Knowledge Assessment

Assessment question number	Points	Answer Key
Section 3: Revise by Applying BLUF		

1	25	Research has shown that praise is more productive than negative feedback. For example, Hyland and Hyland note that students who receive positive feedback present more positive outlooks of their writing, while students who receive mostly criticism exhibit diminishing motivation. Larry Van Brimner conducted a study at a high school writing center and found that students who received praise or positive feedback on their writing said that the feedback made them want to work harder. Students who received negative feedback, on the other hand, felt angry with themselves for a lack of writing skills.
2	25	Table 3 shows that Spam Filter A correctly filtered more junk emails than filter B, suggesting that Spam Filter A is the more accurate filter. Filter A correctly filtered 88% of junk emails whereas filter B only filtered 63% correctly. However, Filter A takes longer to run than Filter B, due to the type of programming language used in Filter A. This increased run time suggests that Filter B is superior if speed is the primary factor.
3	25	A big part of Gandhi's philosophy was the then innovative notion that women should be independent and self-reliant. This idea was incited after Gandhi's wife, Kasturbai, and he did not get along for a long time. Gandhi had sexist views that were developed from societal conventions that maintained the role of the woman was to serve the man. However, after much dysfunction in his home life, Gandhi was eventually able to open his mind to alternative possibilities about the equality of women.
4	25	The unique training of CMU's statistical practice, focused on practical application of statistical knowledge in the workplace, has prepared me for challenges of client interaction. My current capstone project of providing data-driven solutions to the real world client UPMC has given me the communication strategies necessary to present solutions to Product Managers, Sales Associates, Engineers, and Marketing Teams. In addition to reporting these solutions, my completion of four actuarial exams – P, MLC, FM and C – and my experience in hierarchical regression analysis of multilevel models have given me the problem-solving skills to analyze and interpret large data sets.

#### Section 4: Argumentative Writing Task

1                   100                   See Figure 1 BBC rubric.

## 5.9 Meeting Design Criteria- Procedural Knowledge

Design Criteria	How tasks meet them
Validity	<p>With reference to the guideline about validity of assessment as in fig 2, (UbD p187), I find the tasks have quite high validity.</p> <p>For the revision by applying BLUF task, it has high validity, because students need to understand the text, see its problems and revise. This is a systematic process that is targeting at assessing students' ability in applying the BLUF to achieve clear organization in paragraph.</p> <p>For the writing task, it is targeting at assessing students' ability to write coherently and communicate idea clearly, and should be a valid assessment in its goal.</p>
Reliability	<p>For the revision by applying BLUF task, it has high reliability, because there are four questions in total. From a closer examination, we can see that the four example questions are actually targeting two types of BLUF application in four different genres. (Example 1 and 3 put the bottom line at the end, while 2 and 4 are missing bottom line).</p> <p>Students' process of identifying problems in different genre and revise should represent their competency in applying BLUF as well as organize text in a BLUF way.</p> <p>For the writing task, one essay writing may not be reliable enough in assessing students' writing ability, because many other factors, such as students' prior knowledge, experience and personal value about the given topic may be interfering noise. Yet it can be fairly indicative of students' language, while not enough to represent their ability in organizing structures and writing coherently. Therefore, multiple writing assessment tasks may be needed to give an overall assessment.</p>
Equity for different learners	<p>Before taking the quiz, the learners are expected to have thoroughly learnt and practice the BLUF strategy, as well as have gone through the iterative writing process at least one time. Therefore, the assessment ensure equity for different learners. Also, for the writing task, the time limit is 40 minutes, which should be enough for a student at high school to write an essay of no less than 350 words, and not discriminating against students who are on the slower side of writing and organizing ideas.</p>

## 6. Instructional Design

### 6.1 General Description

#### 6.1.1 Learning environment- physical space

To facilitate communication, seating in classroom should be easily removable to ensure both comfortable and flexible seating. Also, students should ideally have enough personal space in terms of desks and chairs, to ensure that they can listen, write without being interfered by others.

Since in writing workshop, those who finish writing earlier may start evaluate and peer feedback phase earlier, it would be ideal if in the classroom, there could be a separate corner where people can talk without disturbing others who are still writing essays. Another possibility is to have retractable seating on the corridor outside the classroom, that way people want to discuss can discuss outside classroom and create a quiet environment for those still writing.

#### 6.1.2 Learning Environment: Tools and resources in the space

The classroom will have computer and projector, students are also equipped with computer on which they can view teachers powerpoint simultaneously. They can also write, read and take notes on their computer, as well as sending their writing as email to their peer and teachers.

In the classroom, there are printers at the back of the room, where students can print out materials and their writing easily, using their student card/ student ID.

In the corner of the classroom, there is a “tiny library”. This is the place where teachers can place books that he/she think may be beneficial for students to read. Near the bookshelf, there are three small chairs and a long sofa. This area are also covered with carpet so students can read comfortably.

#### 6.1.3 Belonging

During every class, there will be one group of children in charge of bring snacks. During the quiz and exam session, teachers will be in charge of bringing snacks that students can take with them after the exam is over.

Another way to promote belonging is to have everyone pair up with one of their peer to become partner, therefore in every discussion, peer evaluation and feedback session, no one would feel left out. Because not only are they responsible for one other person, their own work will also be evaluated by a certain person. This pair is not fixed forever, but will change one time during the course, since it is only a ten-hour course, changing too many times would not help them cultivating belonging.

One last thing to promote belonging is that students will have many opportunities to share their ideas with the class. These are chances for them to express their personal opinion and sharing their minds. These kind of activities if promoted well, can help build belonging in the classroom by prompting students to speak out their minds.

## 6.2 Established Daily Routines:

Routine is important in promoting sense of belonging. Students' familiarity with the classroom and the class schedule. It would promote self-efficacy and their feeling of control over the classroom.

### 6.2.1 Example daily routine- lecture:

#### GREETINGS

Hello students! I hope you have enjoyed the enjoyed the preparatory readings, which will be useful in today's class. Also, did anyone have a chance books and stories I put in the tiny library? Can I see a show of hands? Does anyone has any thoughts to share? Did anyone find the Martin Luther King's speech I printed out persuasive? Can that be a good argumentative essay?

#### INTRODUCING TOPIC

Today we are starting the second unit in our argumentative writing series, and we are going to talk and practice in depth about how to write and organize our topic sentences and thesis statement.

Topic sentence and Thesis statement must be familiar to you right? Can I see a show of hands who did heard of these words? For anyone who have written essays before, they must have heard of these words. But then, do everybody know what are the difference between them? Can I again see a show of hands? As I expected, a lot of people heard of them but do not really know the difference between them, now we are going to explain...

#### ORGANIZING ACTIVITIES

Now that you know what are topic sentences and what are thesis statement, let's do a small activity together. Let's take out the three paragraphs you are asked to write about before class, and write three topic sentences for each paragraphs you wrote, you will have around 3 minutes to do it, since you are pretty familiar with what you wrote. Remember to choose your words carefully, and try to make your topic sentence concise, powerful and most importantly, clear.

Now, exchange that with your partner, You will have 8 minutes to read the paragraphs that your partner wrote, and try to come up with three topic sentences for these paragraphs. What do they want to convey through these paragraphs? Write that down on a piece of paper.

(Instruction about the activities also shown on the slides).

#### ORGANIZE STUDENTS TO SHARE:

Now, you can give the three sentences you wrote to your partner. Take a minute to compare them, are they different or similar, what did your partner wrote as your topic

sentences, are they accurate to what you want to convey? What does that tell you about our writing? You can discuss a little with your partner to address these questions.

Now do anybody want to share any ideas they have about this? What did you learn from the discussion?

(Instruction about the activities also shown on the slides).

TRANSITION:

(Students discussing)

Now, it is time to come back together to the class.(teacher uses the sound transition)

DISMISS:

This is the end of our journey in argumentative writing today. I will post the preparatory reading for next time on Blackboard. Next time is our first workshop, are you excited? Group 1 is in charge of bringing snack to the class. I will put some new materials on the bookshelf at the corner of the classroom, if you have extra time, be sure to check them out. Come to my office if you have any idea you want to share or questions you need answer for, for anything, as always. Thank you for a wonderful class, I will see you on Monday!

#### 6.2.2 Example daily routine- workshop:

GREETINGS

Hello class, I hope you all have a nice weekend. Today is our first time's workshop, it is going to be a little longer than usual, but that's okay, thanks to our group 1 students who brought snacks to us so hopefully you want feel hungry throughout the course.

INTRODUCING

Okay, so what are we going to do in this workshop? We will use the first 20 minutes or so to visit a worked example, about how good writers often organize their writing. You may be curious why people write different quality of essays, it might surprise you that a lot of what makes a difference in this process, is not how they write it, but what they do before they write. Namely, what preparation they did in order to write this essay, how they read, collect, organize their ideas?

SNACK

It's okay to get snack now and during the last stage when we started the whole-class discussion, but preferably not during the writing process, because you don't want to make too much noise eating while others are trying to write, which wouldn't sound too respectful.

START WRITING

Now that you have got the prompts, it is your time to apply the worked example we just work through and apply that into your own writing process. Remember to take note and read the prompt sources carefully before starting to write. You will have 35 minutes or so for this. For those who finish early, you can come to me and I will pair you up with a classmate for peer feedback process.

## FEEDBACK AND DISCUSSING

For those who finish earlier than others and are doing peer feedback, remember some of your classmates are still writing, so please don't discuss just now. If you really need to discuss with your partner, you can go to the separate discussing area to avoid interrupting your classmates' writing process.

## SHARING IDEAS

Okay, now that everybody has finished their peer feedback, now you can take a look at the feedback you got. Are they within or out of your expectation? How do you find the feedback helpful, and how do you think you can improve on your essays? You can share with the class.

## DISMISSING

Okay, thanks for a wonderful round of writing workshop. Hopefully today can give you a sense of how to write an argumentative essay. One thing you have probably noticed is that writing does not include writing itself, what is indispensable is reading, note-taking, brainstorming and outlining ideas. Those are the building blocks for your essays, they are the "pebbles" for building your pantheon. For next workshop, we will experience a different kind of argumentative writing, which does not involve the long prompt sources that you read today. Will that be easier or harder? We will see next week!

### 6.2.3 Transition

For each session, there will be transition. The transition will be divided into two parts. First is on language level, the other is through using music/ sound as indicators.

#### 6.2.3.1 Language Transition

This means teachers when they finish talking about a topic and begin to move on to the next part, they will quickly recap what they talked about and introduced briefly what they are going to talk about next. This can help students know about the flow of the sessions in class.

#### 6.2.3.2 Sound Transition

This is necessary because in our classroom there will be a lot of discussion, and it is always a challenge for teachers to get students' attention back to the class after discussion. Sometimes it is merely hard to signal them to stop. Since yelling is definitely not an elegant way, teachers can make use of a certain music tone, such as the sound of flute or wind chimes.

Although some may say that a timer on the screen is also effective, I think that would pose extraneous cognitive load on students' working memory-- they would have to pay attention to the clock as well as discuss, which can be distracting. In my opinion, getting control of the pace of the class is teachers' responsibility, therefore, teachers should set timer for themselves and instead of letting students worry about the time.

Teachers can even set two or multiple kinds of sound transition, maybe one signaling 3 minutes left, another signaling time is up.

### 6.3 Established Weekly Routines:

February 2019							<a href="#">&lt;</a>	Today	<a href="#">&gt;</a>
Sun	Mon	Tue	Wed	Thu	Fri	Sat			
20	21	22	23	24	25	26			
27	28	29	30	31	Feb 1	2			
3	4	5	6	7	8	9			
10	11	12	13	14	15	16			
17	18	19	20	21	22	23			
24	25	26	27	28	Mar 1	2			

February 2019

- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
  - Unit 1 (1hr) 9 AM
  - What is Genre? 9 AM
  - Learn BLUF 9 AM
- 28
  - Unit 2 (1hr) 9 AM
  - Thesis statement 9 AM
  - Topic Sentence 9 AM
  - Summary/analysis 9 AM
- 29
- 30
  - Unit 2 (1hr) 9 AM
  - Thesis statement 9 AM
  - Topic Sentence 9 AM
  - Summary/analysis 9 AM
- 31
- Feb 1
- 2
- 3
  - Unit3- Workshop1 9 AM
  - 2hr 9 AM
  - Pipeline of writing 9 AM
  - (with source text) 9 AM
- 4
  - Unit 4(1hr) 9 AM
  - Writing Concision 9 AM
- 5
- 6
  - Unit 4(1hr) 9 AM
  - Writing Concision 9 AM
- 7
  - Quiz1 9 AM
  - Topic Sentence 9 AM
  - BLUF 9 AM
- 8
- 9
- 10
  - Unit5 (1hr) 9 AM
  - Ethos 9 AM
  - Pathos 9 AM
  - Logos 9 AM
- 11
- 12
  - Unit6-Workshop2 9 AM
- 13
- 14
  - Quiz2 9 AM
  - Ethos,pathos,log... 9 AM
- 15
- 16
- 17
  - Unit7 (1hr) 9 AM
  - Metaphor 9 AM
  - Transition 9 AM
- 18
- 19
  - Unit8 (1hr) 9 AM
- 20
- 21
  - Quiz3-Writing 9 AM
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- Mar 1
- 2

### 6.4 Class Norm

Class norm is students should respect the sound transition, which is either a sound of flute or a sound of wind chimes, this signals it is time for them to stop the discussion. Another class norm is during the workshop, those who finished writing early should not make

noise to disturb other people who are still writing, if they need to talk they can talk in a place where they will not interfere with others until the whole class has started discussing phase.

To introduce and cultivate these practice, the instructor should:

1) explicitly tell the class about the function of the sound transition, play it a few times to let students be familiar with it.

2) Clearly communicate the goal of the classes, and the importance of carrying out the class as planned, in order to develop to the full-scale knowledge and skills necessary for good argumentative writing.

3) Encourage the students to respect the class time and other's time, and remind each other if the violation of class norms are introduced.

To ensure these norms are upheld by students:

The instructor should try to cultivate an inclusive atmosphere where students care about each other, respect each other and respect the class norm as well as the instructor.

The instructor should have a notebook recording every students' performance as well as their general behavior in class, including whether or not they obey the class rules and norms. The instructor should also tell the students explicitly that behaviors that violate the class norms will be subject to reduction in their final score.

To ensure these norms are upheld by the instructor:

The instructor should self-assess whether they have paid attention to cultivate the norms by filling out a semi-weekly reflection form, asking themselves explicitly about the discipline in the class.

Peer supervision can be introduced by having other teachers sit in the class to assess the general norm and discipline of the class.

## 6.5 UbD Learning Plan

Teaching Approaches	Unit	Key design elements (WHERETO)	Goal Alignments:
Direct Instruction	1,2,4,5,7	Equip, Where&Why	C1,C2, C3, P2, P4, P5, D4, MC1, MC2, MC3
Facilitation: guided discover/ open exploration	2,4,5,7,8	Hook, Where&Why	D1,D2, D3, D4, MC1, MC2, MC3
Coaching to support practice with feedback	3,6	Rethink: Evaluate: Organize to optimize: Tailor to Context & Learner Characteristics Where&Why	P1, P2, P3, P4, P5, P6, P7 D1, D2, D3, D4, D5, D6, MC1, MC2, MP1, MP2, MP3, MP4, MP5, MP6, MP7, MD1, MD2, MD3, MD4

### Justify using Big ideas: (in alphabetical order)

Analogy (Finding the general principle):

In the instruction, teacher compared building a thesis statement to building a pantheon.

Teacher also compared knowledge telling/ transforming to the degree of how you cook and

serve a potato you friends bring as ingredients. These analogy can deepen the impression of the abstract concepts.

**Belonging:** (silencing anxiety and buying in)

Several methods have been used to promote belonging, see 6.1.1.3.

**Contrasting Cases (Discerning critical information):**

This was used when students are asked to see how their own version of topic sentences differ with the version their peer gave. Through contrasting cases, they can discern critical information about the effect they present information.

**Deliberate Practice :**

The deliberate practice was shown not only in class activity of identifying topic sentences, practicing BLUF, but also shown in writing workshop. Writing an essay and experiencing the different phases is a kind of deliberate practices.

**Elaboration (making memories meaningful):**

This is justified by the analogy used, by explaining concepts in familiar daily things, it is possible to make memories meaningful

**Feedback (supporting self-improvement):**

Feedback here refer to both teacher's feedback and peer feedback.

**Hands-on(Recruiting the body's intelligence)**

The many in class activities such as "Concision activity", "Applying BLUF", "Finding topic sentences" and workshop justified use of this big idea.

**Just-in-time telling(Making Lectures and Readings Work)**

This refer to the timely recap, review and conclusion, as well as introducing new knowledge that can connect, to make connection and reinforce memory.

**Listening and Sharing (Learning more together than alone)**

This refer to the many times of peer feedback and evaluation opportunities.

**Observation(imitating feelings and procedures)**

This refer to observing the worked example in workshop1.

**Participation(Getting into the game)**

The many in class activities such as "Concision activity", "Applying BLUF", "Finding topic sentences" and workshop justified use of this big idea.

**Question Driven (Creating a reason to inquire)**

In some direct instruction, instead of lecturing non-stop, the teachers would adopt a question- driven way by asking students question such as "Where would you think will make sense to put the topic sentence?", "What should we do to support our thesis?"

**Worked Example(Acquiring Skills and Procedures)**

Worked example is used in workshop 1, when teacher display how a good writer take reading notes, organize notes, generate ideas and outline ideas.

**Yes I can (increasing self-efficacy)**

By breaking the intimidating task of writing an entire essay into small pieces, it would

promote students' confidence and self-efficacy in tackling the big tasks

## 6.5 Specific Activities

### 6.5.1 Example of instructional activity in Unit2:

Time	Instructional Activities	Teaching Approaches	Student's Possible Interaction	Big Ideas
2 min	<p>Introduce what is a thesis statement</p> <p><i>Narration: Last time we talked about what are different genres, and also introduced a strategy BLUF. Who can tell me what is BLUF? Some people may be still unclear about bottom line right? What are bottom line in a article. In this class we will explain that by focusing on two important type of sentences. People often get confused about them two. Today we are going to clearly distinguishing between them, and see how they can affect our argumentative writing. So what are these two type of sentences? Well, they are thesis statement and topic sentences. Now, who can tell me what are thesis statements and what are topic sentences?</i></p>	Direct Instruction	<p>Quickly recap BLUF related knowledge, Reflect and gradually prepared themselves to move forward to new knowledge</p>	<p><b>Belonging:</b> (silencing anxiety and buying in)</p> <p><b>Elaboration</b> (making memories meaningful)</p> <p><b>Question Driven</b> (Creating a reason to inquire)</p>
2 min	<p>Introduce where are thesis statement is located and why</p> <p><i>Narration: Now that we know what thesis statement is, where do you think it would make most sense in placing it? Is it the first sentence? Is it the last sentence? Or other places? Who has some ideas? Any ideas are fine, just reason me through?</i></p>	Direct Instruction ; Guided Discovery	<p>Think about possible location most proper to place the thesis statement, and reason about it.</p>	<p><b>Elaboration</b> (making memories meaningful)</p> <p><b>Question-Driven</b> (Creating a reason to inquire)</p>
3 min	<p>Introduce what is topic sentence and where it is usually located</p> <p><i>Narration: Now another type of sentence is topic sentences. Topic sentence signals to the readers what the paragraph's main idea is.</i></p>	Guided Discovery, Direct Instruction	<p>Students try to see the nuance difference between topic sentences and thesis statement.</p>	<p><b>Elaboration</b> (making memories meaningful)</p>

	<i>Now who can tell me where do they think topic sentence should be placed and why?</i>		Think about possible location most proper to place the thesis statement, and reason about it.	Question-Driven (Creating a reason to inquire)
<b>6 min</b>	<p>Activity about finding Topic Sentence:</p> <p>Step1: In this step, students will take out the three paragraphs on one topic they wrote before class, give it to their partner.</p> <p>Their partner's job is to try to find:</p> <ol style="list-style-type: none"> <li>1) topic sentence for each paragraph</li> <li>2) thesis statement for the essay (three paragraphs)</li> </ol> <p>They should write it down on a separate piece of paper</p>	Practice& Feedback	<p>Students read other's writing, and write down the topic sentences and thesis statement they think the readers want to convey.</p>	<p><b>Just-in-time telling</b>(Making Lectures and Readings Work)</p> <p><b>Hands-on</b>(Recruiting the body's intelligence)</p> <p><b>Participation</b>(Getting into the game)</p>
<b>3 min</b>	<p>Step 2:</p> <p>Now students give the three paragraphs back to their author. Now each student should write down what they think are the topic sentence and thesis statement of their own writing.</p>	Open exploration	<p>Students re-read their own writing, and write down the topic sentences and thesis statement they themselves want to convey.</p>	<p><b>Hands-on</b></p> <p><b>Participation</b>(Getting into the game)</p>
<b>4 min</b>	<p>Step3:</p> <p>Now students find their partner, try to compare and discuss with their partners what are the difference and similarity of their versions of topic sentences and thesis statement, and reflect the following questions:</p> <ol style="list-style-type: none"> <li>1) What do I want to convey as main idea?</li> <li>2) What did reader comprehend as my main idea?</li> <li>3) Are there difference and similarity between these two? If there are difference, why should the reader comprehend differently than I intended to convey?</li> <li>4) Was I effective in conveying my main idea to readers? Why and why not?</li> <li>5) Is there any improvement I can make to</li> </ol>	Practice & Feedback	<p>Student compare their own versions with their partners and discuss about the difference.</p> <p>They also reflect on the given prompt.</p>	<p><b>Contrasting Cases</b> (Discerning critical information)</p> <p><b>Feedback</b> (supporting self-improvement)</p> <p><b>Listening and Sharing</b> (Learning more together than alone)</p>

	present a more clear writing? If so, what are they?			
6 min	<p>Step4:</p> <p>Share with the class about your insight and finding.</p> <p>Focusing on:</p> <ol style="list-style-type: none"> <li>1) Are there difference and similarity between these two? If there are difference, why should the reader comprehend differently than I intended to convey?</li> <li>2) Was I effective in conveying my main idea to readers? Why and why not?</li> <li>3) Is there any improvement I can make to present a more clear writing? If so, what are they?</li> </ol>	Practice & Feedback	<p>Students share their answer, insight and finding about the questions put forward.</p>	<p><b>Listening and Sharing (Learning more together than alone)</b></p> <p><b>Feedback (supporting self-improvement)</b></p>
3 min	<p>Conclude about the topic sentence activity and</p> <p>Introduce the idea of building a thesis Statement</p> <p><i>Narration: Now that you have probably seen that it is not always transparent to your readers what you want to convey, then how can we build the strongest thesis statement that leave readers a strong impression?</i></p> <p><i>I want to make a comparison of building a thesis statement to building the pantheon. Anybody seen or heard of or have visited pantheon? It is a former Roman temple, now a church in Rome, Italy. We can see it is supported by these big columns. Now how do you think we can build a thesis statement or an argument like building a pantheon? Anybody want to take a guess?</i></p>	Guided-discovery	<p>Students are likely be intrigued and become curious about the comparison/ analogy of building a thesis statement and building a pantheon.</p>	<p><b>Excitement(Turning up attention and arousal)</b></p> <p><b>Just-in-time telling(Making Lectures and Readings Work)</b></p> <p><b>Analogy (Finding the general principle)</b></p>
5 min	<p>Clearly illustrate how you might build a thesis statement like building a pantheon.</p> <p><i>Narration: The Pantheon top is supported by columns, and the columns are built from rubbles. Now the top of the pantheon is like our thesis statement, in order to hold that high and stable, we need to have several very solid columns to support them, which are the group of supporting evidence... Where do the supporting evidence come from? Most likely</i></p>	Direct instruction	<p>Students are likely be intrigued and become curious about the comparison/ analogy of building a thesis statement and building a pantheon.</p>	<p><b>Analogy (Finding the general principle)</b></p> <p><b>Elaboration (making memories meaningful)</b></p>

	<p><i>from the rubbles, which are possibly evidence and source texts. It can be statistics and news historical events, but it can also be your own experience or anecdotal events. That all depend on the prompt and how you want your argumentative writing to look like. Usually, if the supporting evidence are statistics, news and historical event, they may have higher level of objectivity, therefore more credible. When the supporting evidence are personal experience, the article may be in a more subjective and less formal tone.</i></p> <p><i>The process of building the thesis statement involve 6 steps</i></p> <p>(Slides: see pic 6.1)</p>			
<b>3 min</b>	<p>Introduce idea of knowledge telling and knowledge transforming, in other words, summary and analysis. Teacher use the analogy of your friend bringing potatoes to your home and how you serve this dish, to illustrate the difference between knowledge telling and knowledge transforming.</p> <p>(Slides: see pic 6.2)</p>	Direct instruction	<p>Student listen and draw connection with their own writing experience</p>	<p><b>Analogy</b> (Finding the general principle)</p> <p><b>Elaboration</b> (making memories meaningful)</p>
<b>2 min</b>	<p>Building from the analogy, linking it to three techniques for paraphrasing: Repeat, rephrase, respond</p> <p>(Slides: see pic 6.3)</p>	Direct instruction	<p>Student listen and draw connection with their own writing experience</p>	<p><b>Elaboration</b> (making memories meaningful)</p>
<b>4 min</b>	<p>Activity2: knowledge telling and knowledge transforming</p> <p>Activity2- Step 1: Read the prompt text first, then you will be asked to judge where on the spectrum is this sentence, in the degree of knowledge telling and knowledge transforming.</p> <p>(Slides: see pic 6.3)</p>	Practice & Feedback	<p>Student read the prompt and try to understand its content.</p>	<p><b>Participation</b> (Getting into the game)</p>
<b>4 min</b>	Activity 2- Step2: Students are asked to read some sentences, try to judge what category	Practice & Feedback	Students share their idea with the class	<b>Deliberate Practice</b>

	they fit most, repeating, rephrasing or responding? (Slides: see pic 6.4)		about the given sentences and their categorization.	Participation( Getting into the game)
<b>3 min</b>	Activity 2- Step3: students are asked to read certain essay prompts, and decide what level/ categorization should they be? (Slides: see pic 6.5)	Practice & Feedback	Students share their idea with the class about the given prompts and their categorization.	<b>Deliberate Practice</b>  Participation( Getting into the game)
<b>5 min</b>	Wrap-up and summary  Teacher summary by asking the class what they learn, and help them review the main points of the class	Guided Discovery	Students follow teachers' flow and recap what they learn in this class	<b>Generation (Building lasting memories)</b>  <b>Just-in-time telling</b>

### 6.5.2 Materials for Unit 2

Unit 2, pic 6.1, Building a thesis statement like a pantheon:

## Building a Thesis Statement

A thesis statement establishes your main claim/argument that is supported by the remainder of your essay. Think of writing your essay like constructing a building.



1. Start by surveying the “rubble,” all the data relevant to your topic. Looking around helps you **understand the overall terrain**.



2. Once you understand the general landscape, start **selecting “building blocks,”** or pieces of evidence that seem most relevant to your question. As you collect, start to develop a mental blueprint of the building.



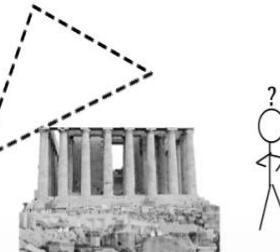
3. Start **grouping similar blocks**, or evidence, to build the different supporting pillars.



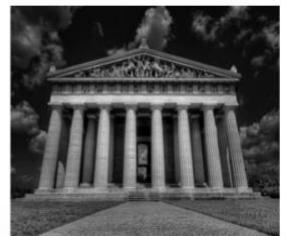
4. Hopefully, as you build your multiple supporting pillars, you have come up with some idea about your overall argument.



5. However, you may find that some pillars aren't supporting that thesis – time to revise! Return to step 2!



6. Revise until your supporting points fit under the overall argument



Other pictures and materials used in this unit is in the appendix.

### 6.5.3 Example of instructional activity in Workshop:

Time	Instructional Activities	Teaching Approaches	Student's Possible Interaction	Big Ideas

10 min	<p>Introduce the general process of argumentative writing Learn from sample text, not necessarily of the same topic. (done before class)</p> <p>Generating Ideas Finalizing ideas Organizing ideas Writing Reviewing and proof reading Peer evaluation and feedback Revise</p> <p>Narration: This is also the pipeline that you are going to follow in this workshop, are we all clear what we need to do?.</p>	Direct Instruction	<p>Quickly recap what they read about strategies and step about argumentative writing process.</p> <p>Gain an understanding about what they should expect in the workshop.</p>	Norms (cultivating rules for the game)  Worked Example(Acquiring Skills and Procedures)
8 min	<p>Illustrate the importance of reading in writing, (Slides: see pic 6.6)</p> <p>and show a worked example of how a writer with good reading and note-taking habits read source text and generate ideas.</p> <p>Narration: Before we get started, I want to hear from your opinion about the relation of reading to writing. How do you think reading relate to writing? Do they have relations?... They in fact have very strong relation. Usually good writers are those who have devoted a lot of time into reading about the topic they want to write.</p> <p>Reading ability and note-taking habits are essential in writing good argumentative writing with source texts. Source texts are like the ingredient of your dish (final essay).</p> <p>Now here is an example, of how a writer who wrote that excellent argumentative writing read and take notes. (Slides: see pic 6.7)</p>	Guided Discovery	<p>Think about possible location most proper to place the thesis statement, and reason about it.</p>	Worked Example(Acquiring Skills and Procedures)  Observation(imitating feelings and procedures)
15 min	<p>Handed out source text and the prompt: Step 1: student 6 reading source text about work bullying, instruct them to learn from the</p> <p>The prompt of the writing is: Evaluate the source texts,</p>	Open exploration	<p>Students read the source text and take notes. They also generate their idea in</p>	Hands-on  Participation(Getting into the game)

	do you think America need to pass a law to prevent people from suffering in work bullying?		the meantime.	Deliberate Practice (becoming an expert) Yes I can (increasing self-efficacy)
5 min	Step 2: student generate their ideas and finalized ideas	Open exploration	Student generate ideas, read the notes they took and eliminate irrelevant or unnecessary ideas.	Hands-on Participation(Getting into the game) Deliberate Practice (becoming an expert) Yes I can (increasing self-efficacy)
5 min	Step 3: Instruct students to make an outline of the ideas that they finalized, about how to arrange them in the writing	Open exploration	Student make an outline and organize their ideas.	Hands-on Yes I can (increasing self-efficacy) Participation(Getting into the game) Deliberate Practice (becoming an expert)
35 min	Step 4: Instruct students to start writing the argumentative writing.  Also, instruct them to proofread and revise after they finished writing.	Open exploration	Student write an essay for the given topic using notes, outline and source text.	Hands-on Participation(Getting into the game)

				Deliberate Practice (becoming an expert)
20 min	Step 5: Have student hand in writing if they are finished, and paired those who finished into next step of peer evaluation and feedback	Practice & Feedback	Student peer evaluate and give feedback to others' writing.	Hands-on Yes I can (increasing self-efficacy) Participation(Getting into the game) Feedback(supporting self-improvement) Deliberate Practice (becoming an expert)
15 min	Step 6: Those who finished peer feedback process can give the writing back to its author, the author should read through the feedback, and ask questions if there are some place that he/she did not understand.	Practice & Feedback	Students read and discuss about the feedback they get. They also reflect how they can improve.	Hands-on Yes I can (increasing self-efficacy) Participation(Getting into the game) Feedback(supporting self-improvement) Deliberate Practice (becoming an expert) Listening and Sharing(learning more together than alone)
15	Have students share what they learn from this writing pipeline:	Practice &	Students share what they	Hands-on

min	<p>1)what are more difficult,</p> <p>2)what kind of feedback did they gain most frequently?</p> <p>3)What feedback they find helpful?</p> <p>4) Which phase was challenging and which was easy?</p> <p>5) How can you improve?</p>	Feedback	<p>learnt, their general feeling of the workshop and writing process.</p> <p>Participation(Getting into the game)</p> <p>Deliberate Practice (becoming an expert)</p> <p>Listening and Sharing(learning more together than alone)</p> <p>Yes I can (increasing self-efficacy)</p>
2min	<p>Linking today's writing pipeline to the knowledge transforming from last unit, and introduce some knowledge transforming strategies.</p> <p>(slides: see pic 6.8)</p>	Direct instruction	<p>Student listen and try to draw connection of knowledge.</p>
After class	Students should revise according to the feedback they get.	Practice and feedback	<p>Students revised their writing according to the feedback.</p>

**Available resources:**

Computer, slides, projector, handout, preparatory reading materials, prompt text.

**Guidance provided:**

Teachers will not only show a worked example to teach students how to take notes and organize ideas, but also set approximate time for each phases to remind students about the necessary phases they need to go through.

**Accommodations for different learners:**

Different learners write at different speed, those who write slower would not like to be interrupted by people talking besides them. Therefore, in the norm of class, teachers will emphasize that those who finish writing early and want to discuss, they should go to a separate place (corridor or corner of classroom) to avoid disturbing those still writing.

Different learners have different characteristics, and not all like to share ideas, therefore, the sharing idea part at the near-end is not compulsory.

Also, since different learners have different writing ability, the peer-evaluation and feedback giving session will address the difference in knowledge and ability by letting them see the different version of topic sentences they

identified.

### **Intermediate and final products:**

Final products would be a complete argumentative writing essay, commented by peer.

Intermediate products would be the notes they have taken on the source text, ideas they have generated, and outlines students made.

---

## 7. Evaluation Research Design

### 7.1 Active Ingredient

I hypothesize writing iteratively would have the biggest impact on the learning process and overall proficiency learners achieve.

My design is to have a treatment group write in an iterative way in the two workshops. They will be assigned with an homework that asks them to incorporate feedback from peers and instructors, and the control group will not have this assignment to rewrite, but simply get new prompts for writing as their assignment.

This would ensure that the two groups spend approximately equal time after class for assignments and avoid the possibility of “doing better because spending more time”.

### 7.2 Research to Evaluate Educational IMPLEMENTATION

#### 7.2.1 Fidelity check for teachers

I can document implementation fidelity, by checking have teachers go through all the phases in approximately the amount of time as assigned by the instructional design.

##### 7.2.1.1 Assignments for two groups

In this case, since iterative writing is assigned as a homework assignment, in-class activities should not have any difference for both groups.

For the treatment group, the teacher should assign them an assignment using the online system. This assignment asks them to rewrite their essay using the feedback they acquired from their peer and instructor. The essay should be no less than 350 words and uploaded online.

For the control group, the teacher should assign them an assignment using the online system. This assignment asks them to write an essay under a new topic that has no relation on the one they have written in the workshop. The essay should be no less than 350 words and uploaded online.

Both essays' quality will be judged by the same BBC rubric (in the appendix).

##### 7.2.1.2 Observer checklist to ensure fidelity

To further ensure the fidelity, an observer should be assigned to observe the workshop and use a checklist to determine whether or not the teacher has achieved the expected effect. The checklist should contain the following elements:

Observation obligation	Achieved or not
Did the teacher follow the minute-by-minute schedule as in lesson plan at least 80% of the time?	
Did the teacher make sure that every student get peer feedback from at least two students?	
Did the teacher give approximately equal amount of feedback (written or oral) to all students in class?	
Did the teacher pay attention to cultivate an inclusive learning for learners to be able to give objective feedback without hesitation?	
Is the teacher passionate about the instructional content enough to motivate students?	

#### 7.2.1.3 Teacher's self check

The teacher, after each workshop, should also fill in a checklist and reflect about his or her own behavior in terms of the class teaching, especially about feedback given to students and the activities in workshop about peer evaluation, to ensure the fidelity of the research.

Self-check Item	Achieved or not
Did I successfully engage everyone in the writing process?	
Did I offer help to those who have trouble writing?	
Did I ensure everyone, no matter in treatment or control group, receive feedback from at least two students?	
Did I give oral or written feedback to students? Who did I give it to? In what form and what amount?	
Did I establish enough passion and energy to engage students in the writing workshop?	
Did I allow adequate time for them to discuss about feedback they acquired?	
Did any of them, especially control group try incorporating feedback during class?	

### 7.2.2 Fidelity Check for students

Check if students in the treatment group find shortcuts to simply Ask students to do a checklist about some details of their work. The checklist is as follows, the treatment group and control group will get a different version cater to their own cases.

Question	Answer
How much time did I spend on this assignment?	
Did I check my notes in workshop 1 or workshop 2 before or during doing this assignment?	
In what way my workshop benefit this assignment?	
How many drafts did I do for this assignments before handing in?	
(For treatment group) To what percent is this new essay different to the former one you did in the workshop in terms of language use?	
(For treatment group) To what percent is this new essay different to the former one you did in the workshop in terms of ideas in the essay?	
(For treatment group) To what percent is this new essay different to the former one you did in the workshop in terms of structure?	
(For treatment group) To what percent is this new essay different to the former one you did in the workshop in terms of rhetorical devices?	

(For control group) To what percent is this new essay different to the former one you did in the workshop in terms of language use?	
(For control group) To what percent is this new essay different to the former one you did in the workshop in terms of ideas in the essay?	
(For control group) To what percent is this new essay different to the former one you did in the workshop in terms of structure?	
(For control group) To what percent is this new essay different to the former one you did in the workshop in terms of rhetorical devices?	
Did you get help in the process of doing this assignment? Record all aspects of them in detail, including the feedback you acquired in class.	
What kind of feedback did you get from your peer?	
From 1-10, how would you rate the feedback you get from your peer helped you to improve your essay in this assignment?	

QUESTIONS ABOUT SELF-EFFICACY	
Before the course, what was your confidence level in argumentative writing (from 1-10)?	
Before the course, what was your confidence level in writing in general (from 1-10)?	
From 1-10, now how confident do you feel about argumentative writing now?	
From 1-10, how confident do you feel about writing in general now?	
Did your confidence level changed after the lecture? If yes, in what way?	
Did your confidence level changed after the workshop? If yes, in what way?	
Did your confidence level changed after the assignment? If yes, in what way?	

Besides the checklist above, it would also be useful to check the following questions, which are indirectly related to the iterative writing process (active ingredient.)

Are they doing the assignment after class?

Are they following the flow and pace of the class in every class?

Are they sharing their ideas with the class when prompted to?

Are they having a positive attitude towards writing and giving feedback to peer?

Did they give objective and well-rounded feedback themselves?

### 7.3. Research to Evaluate Educational IMPACT

Pretest

I can do a pretest to all students, both control and treatment group by having two teachers from an outside source who are experts in assessing writing, to assess the quality of writing for all students, using the BBC writing rubrics. After that their rating will be averaged to be the students' final score.

Post-test:

I can have the same teachers to assess the quality of writing from the control group and treatment group using the BBC writing rubrics. This is a blind experiment and the graders do not know which students come from control group or treatment group. After that their rating will be averaged to be the students' final score.

Evaluating Result:

If the treatment group outperformed the control group, then it can be shown that writing iteratively is beneficial in improving their writing.

### 7.4 Research Outline

#### 7.4.1 Research Question(s)

First research question I want to explore is, whether iterative writing process, namely by receiving and incorporating feedback from their peers and rewrite on the same topic, will help students improve in their argumentative writing quality.

Second is whether the active ingredient- iterative writing improve their self-efficacy in writing.

#### 7.4.2 Experimental Design

Experimental Group: Receive the same instruction and activities in lecture and workshop, but after every workshop, they receive an assignment that asks them to rewrite an essay of no less than 350 words, of the same topic that they have written about in workshop, by incorporating the feedback given to them.

Control Group: Receive the same instruction and activities in lecture and workshop as the treatment group. After every workshop, they receive an assignment that asks them to write a new essay of no less than 350 words.

Independent Variable:

Whether or not writing in an iterative way.

Dependent Variable:

Their improvement in the quality of writing

Learners' Self-efficacy in writing

Covariates related to individual differences:

The initial self-efficacy of learners might influence their attitude towards the whole writing process, which is measured by the self-reported survey.

#### 7.4.3 Method

The subjects are students in the writing class, the procedures are as follows:

Students do a pretest

Students first attending lectures and workshops

Treatment group writes iteratively on old prompts, while the control group gets new prompts. They are asked to write the same amount every time after the workshop.

Student do a post-test on both domain knowledge and self-efficacy

#### 7.4.4 Data Collection & Scoring

For the domain knowledge, scoring will be done by the two teacher graders outside the school, using the same BBC rubrics and their scores will be averaged.

For the self-efficacy, the data will be collected in the form of the questionnaire filled by students in this class, about their relative self-efficacy before and after class (detailed in 7.2.2 Fidelity check for students )

#### 7.4.5 Hypotheses and Related Predictions

The hypothesis for this research is writing iteratively is positively correlated with students' self-efficacy, as well as essay quality.

## 7.4.6 Assessment of Design Quality

### 7.4.6.1 Sampling:

Since the participant can be considered a random sample, as this is a mandatory class, for the division of treatment and control group, it should again be a random sample to make the experiment rigorous.

### 7.4.6.2 Validity:

The two data collecting methods are likely to yield valid assessment of our dependent variables. For the domain knowledge, the expertise of the graders, the average of two graders, the same rubric used all ensure the validity.

For the self-efficacy check, the questionnaire asks a detailed question, and ask students to self-report on a 1-10 basis, this quantitative method would likely yield a more accurate and insightful result.

### 7.4.6.3 Reliability:

The inter-rater reliability can be increased by the use of the same rubrics, but if necessary, a third grader should be introduced to resolve the disagreement between the two graders.

## 8. Self-Reflection

### 7.1 Self-Assessment of the Project PRODUCT

#### 7.1.1 Alignment in My Design

My goals, assessment, and instruction are aligned in that as marked in the timeline in the appendix. In terms of instruction, each lecture usually targets one or two conceptual knowledge and the workshop target more on the procedural knowledge P1-P7. But the instruction of both workshop and the lecture can help reach the goal in disposition because it involves breaking the intimidating writing task into small, biteable nuggets to increase learners' self-efficacy, confidence, and enjoyment in writing.

In terms of assessment, they are also targeting two types of knowledge, conceptual and procedural. Quiz for the definition and knowledge taught in the lectures target more on the conceptual knowledge goal C1-C3, but the quiz also examines their meta-level conceptual knowledge goal of MC1-MC3. While for the comprehensive assessment that ask them to produce an essay will assess more well-rounded mastery of procedural knowledge P1-P7, with this process also try to break and decompose the tasks into small parts and assess their ability on each part, to make sure they can read the final goals, which can help reach goals in disposition D1-D4 and increase students' confidence, self-efficacy, and enjoyment in writing. As for the metalevel disposition, is revealed and promoted most during the comprehensive assessment.

#### 7.1.2 How Age Level Affects My Design

The age level I am targeting at is the high school students, grade 11-12. As I discussed more thoroughly in the learners in context part, students in their age in the public school setting face the priority of SAT and ACT standard examination, in which writing, especially argumentative writing is an important part. Also, if they are applying for college, the application essays are persuasive in nature as well. This echoes with my conceptual and

procedural knowledge. If the age level should be younger or older, they may stress more on creative writing, narrative writing, and informative writing.

Also, for high school students, critical thinking becomes increasingly valued in their academic and life settings. They are expected to evaluate things independently, objectively and critically, as this will pave way for their ability to make decision independently. That is why I stress the dispositional goals of “Critical Thinking”

They also need to learn to cooperate well with their peers, as they will enter the adult world, and no matter it is in college or work settings, cooperation is inevitable, and that is why I set the dispositional goal of “Constructive and Objective” for them.

Also, students in the special age span of the adolescent are more sensitive to failure so it is critical to building up their self-efficacy, that is why I have a dispositional goal of

### 7.1.3 Big Ideas in My Design

As shown in the appendix, 14 big ideas have been explicitly featured in my design. One innovative part in my design echoes the big idea Analogy. In my instructional design, there are two big analogies that help make the writing instruction less abstract and more tangible: the analogy of building thesis as building a pantheon, and the analogy of knowledge transforming as cooking a potato.

I first developed my instructional design along with the big ideas, paid attention to where in my lesson plan feature specifically of big ideas. During the process of instructional and assessment design, I redesigned the big idea synthesis iteratively. I cited the big ideas and justified the instructional design I made, and add example lesson and class material in the appendix to make the big ideas more tangible.

### 7.1.4 Clarity for Educators to Implement

In my project, I have clearly described the goals for the courses first in six facets to give educator a sense of where they want to end up at the end. This echoes with the backward design, to let educators know what they want to achieve and where they want students to reach after the course.

Then in learners in context, I have clearly demonstrated the value, the priority and cultural context that the educators should pay attention to during their instruction.

In the assessment, I made it clear that the assessment should target different goals, both conceptual and procedural in different ways. I have also designed several example assessment, both for conceptual knowledge, low-level procedural knowledge, and comprehensive procedural knowledge, for educators to gain insight on.

In the Instruction part, I have made a minute-by-minute lesson plan for both lecture and workshop that educators can follow. This should be clear and self-explanatory to them as a guideline.

In the research and evaluation part, I have designed several checklists, both for observer teacher, teachers themselves (self-check) and students' questionnaire. These forms and checklist, as well as the rubric in the appendix, should give teachers a clear sense of how to carry out and implement, as well as check fidelity for themselves and their students.

### 7.1.5 Prior Knowledge and Resources of Educators

In terms of prior knowledge, the educator should have to be experienced in writing instruction, familiar with the effective structure of argumentative writing and know at least a little about other genres in order to distinguish them for students. Also, the educator is expected to master rhetorical devices, namely ethos, pathos and logos, and their application.

Resources that the educator would be needed are computers, projectors, which means the educator need to have basic computer literacy, such as the ability to design slides, search for resources, operate projectors and printing machines. They are also expected to be able to provide extra resources that might benefit students' literacy and writing, not limited to argumentative genre.

Another, dispositionally, the educator should be warm, caring for their students and be able to cultivate an inclusive and collaborative learning environment, where students can write freely and constructively give feedback to others, as well as discuss and share ideas frequently.

### 7.1.6 Innovation in My Design

One innovative point in my design gain insights from the flipped classroom, in that the students are asked to read preparatory reading materials, and use the time in class to talk more about ideas, confusions they have. But since high school students may not be able to manage flipped classroom completely, the instructors are still expected to review and recap, and lectured briefly about the important points and conceptual knowledge they need to know.

Another innovative point in my design is that it is a combination of lecture and workshop so that students will both get hands-on experiences, while learning about conceptual knowledge. This variety of instruction can likely stimulate their interest and hold their attention for a longer time.

### 7.1.7 Enhancement from Peer Feedback

Before poster session, I incorporate Patience's feedback to mark which instructional activities target which specific goal by using a green star in my poster.

After poster session, I incorporate Julia's feedback that students should be able to switch their partners instead of stuck with a single partner throughout the course.

I also incorporate Michael's feedback in that the course can take on some kind of flipped classroom as Prof. Ken Koedinger did in the E-learning design principle, where in-class time can be used to solve confusion and questions. But I also did not entirely adopt that flipped-classroom, because I think the high school students may not be as self-disciplined and capable of the flipped classroom in writing as graduate students.

Jackie gave me feedback on perhaps I can perhaps make my goal more specific like reaching 10 out of 12 in SAT exam. But as I reconsider, though the priority of the students will face are SAT and standard exams, this course is not necessarily preparing them for the exam yet, but more about teaching methodology and cultivate self-efficacy in argumentative writing, so I think course targeting to reach specific SAT writing score can be achieved in a later course, when they are about to take SAT quite soon.

I also incorporate Sharon's feedback during a poster session in that in step E- Research and Evaluation, the checking fidelity of implementation should not focus on the impact of the whole part, but the document in detail how the teachers and students pass on or receive the active ingredients. In my case, it is how iterative writing is ensured in the treatment group, and not carried out in the control group.

## 7.2 Self-Assessment of the Project PROCESS

### 7.2.1 Strength and Weakness

The strength of the project is since I come from a background in English language and literature as well as language education, I did a lot of lesson design as well as teaching internship during my undergraduate years, so the domain content it is relatively familiar to me. This makes it easier for me to do the minute-by-minute lesson design.

One weakness I have is that I think the research and evaluation part still need more refinement, in that there are still some questions that I am not sure whether or not will really ensure the fidelity. For example, Dr. Carver asked me how can I prevent the students in the control group to write iteratively and incorporate feedback? While I tried to control that in the assignments they get and asked them to self-assess their use of feedback, it is hard to know how accurate their self-report it. Also, I am not sure whether or not the control group should receive less or no feedback from the workshop. This would definitely touch upon the fairness issue between control and treatment group and may need to be addressed by another round of workshop where control group becomes the treatment group.

### 7.2.2 Challenges you Faced

Challenges I faced was when designing the instructional activity minute-by-minute. I often underestimate how much time it would take for the class to do each instructional activity. I also faced challenges exploring ways to assess meta-level goals, since they are relatively abstract and less tangible.

### 7.2.3 Overcome Challenges

In order to more accurately assess the time to do each type of instructional activity, I pay attention to the time in Personalized Online Learning and EGIA. I found that activities sometimes need a little preparatory time for students to be ready to start, and it is true that it takes longer than I estimate, so I adjust the time in my minute-by-minute lesson plan.

One way to assess whether students show meta-level competence is that I give specific examples in the task analysis, and think about in what setting would the students assess or self-assess whether they reach some meta-level and dispositional goals.

### 7.2.4 Peer Feedback

The experience of giving feedback make me notice a lot of good points in other's project, such as the interesting design of a pencil-shaped timeline in Jackie's project poster, and the innovative design of Canhai's poster by using a flowchart to represent the timeline. In terms of content, I realized some of my classmates have really innovative ideas such as Sasha's project in cooking science and Rishi's in nutrition for athletes. They are very specific and interesting ideas that I have never thought of making them curriculum. I have also noticed some projects have a very practical focus, for example, Greg's project even has a client, and Jackie's project is very practical in the way that she wants to improve students' oral English

score in TOEFL test from 22 to 25+. These are inspiring ideas that I can incorporate in other later projects of mine.

Receiving peer feedback really enhanced my project a lot. From feedback to Hao's about fairness of treatment and control group, to Michael's question about whether my assignments are evaluated, and Shiyan (a post-doc in LTI) who advise me to look at more literature about iterative writing, to Jackie's feedback on making goals more specific to scores in SAT, this feedback makes me rethink and evaluate my blind-spots and room for improvements in my project. I have incorporated them when appropriate in the project.

#### **7.2.5 Next Step in Project**

If to continue this project, I would spend more time reviewing literature about iterative writing, to make the research and evaluation part more rigorous than it is now, and carry out this class project to a research that actually test whether or not iterative writing is beneficial in self-efficacy and essay quality, to the level of being publishable.

#### **7.2.6 Future Efforts**

Since the biggest challenge I have for this project is about the estimation of time for in-class activities. Next time, I would turn to the domain instructor to observe a sample class, note down the time it takes to do each instructional activities to get a better sense of time.

This project is a vivid experience of backward design, and the idea of starting with the goals and work backward to your design is quite new to me, so next time I will try to specify my tasks in finer grain when I do goal specification.

## Reference

D' Angelo, Frank J. "The Topic Sentence Revisited." *College Composition and Communication* 37.4 (1986): 431-441.

British Council. (2011) Planning a writing lesson. Retrieved from

<https://www.teachingenglish.org.uk/article/planning-a-writing-lesson>

Dana Goldstein. (2017) Why Kids Can't Write. Retrieved from

<https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html>

Jennifer Gonzalez. (2016) A Step-by-Step Plan for Teaching Argumentative Writing Retrieved from <https://www.cultofpedagogy.com/persuasive-writing/>

Global Communication Center. Building a Thesis Statement. Retrieved from

<https://www.cmu.edu/gcc/handouts-and-resources/thesis-statement-parthenon-pdf>

Global Communication Center. BLUF (i.e., The Topic Sentence Handout). Retrieved from

<https://www.cmu.edu/gcc/handouts-and-resources/bluf-topic-sentence-pdf>

Global Communication Center. Thesis Statement and Topic Sentences. Retrieved from

<https://www.cmu.edu/gcc/handouts/thesis-topic-sentences-pdf>

Global Communication Center. Strategies for Concise Writing (video). Retrieved from

<https://www.youtube.com/watch?v=VBkF1uJpPw#concise-writing>

Global Communication Center. Building a Thesis Statement (handout). Retrieved from

<https://www.cmu.edu/gcc/handouts/concision-strategies-pdf>

Global Communication Center. How do Good Writers Get Started. Retrieved from

<http://www.screencast.com/t/M33TQhf3d4Df>

Global Communication Center. Improving the flow of your writing. Retrieved from

<https://www.youtube.com/watch?v=WP4iYZpJkRk>

Global Communication Center. Metaphor and Transition. Retrieved from

<http://www.screencast.com/t/JwUyQ6zdoR>

Global Communication Center. Paraphrasing. Retrieved from

<http://www.screencast.com/t/Pf6FsvMSgF>

Teaching English and Language Arts. Retrieved from

<https://teach.com/become/what-can-i-teach/ela/>

L.G Alexander. *New Concept English*. Longman Group (1967)

Super Goal. McGraw-Hill Higher Education (2004)

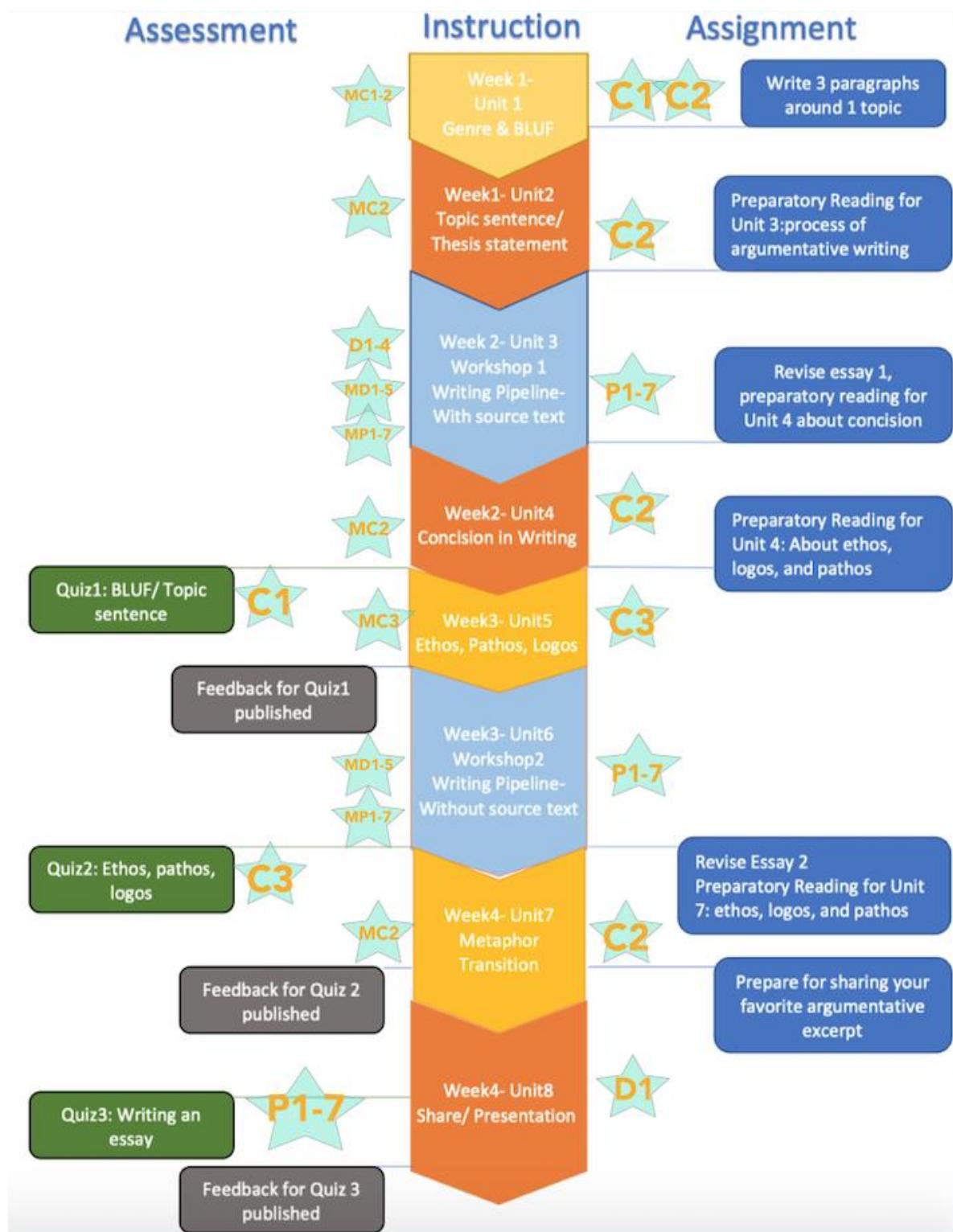
BBC Writing Rubric. British Council (2005)

Wiggins, G. McTighe, J. Understanding by Design. *Association for Supervision and Curriculum Development (ASCD)*. 2005, 2<sup>nd</sup> edition.

## Appendix

### *BBC Writing Rubric*

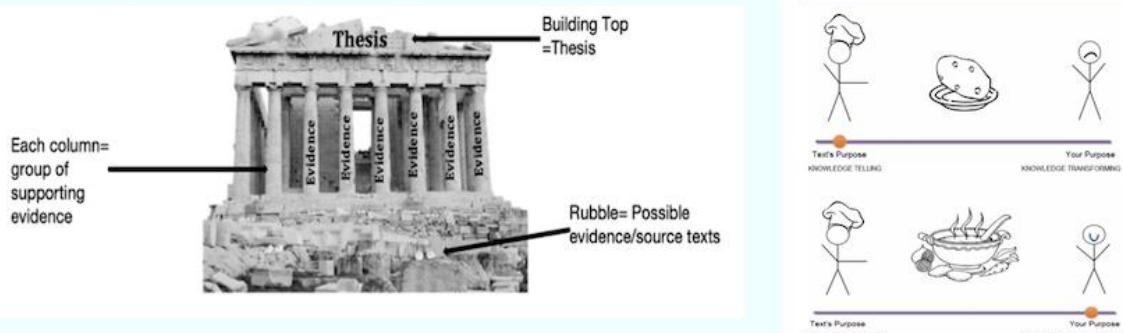
<b>Communicative purpose (What does the writer hope to communicate / achieve?)</b>
<b>Expected audience (Who will read it?)</b>
<b>Layout (general format – e.g. does it have a title? What appears where on the page?)</b>
<b>Overall organisation (e.g. what type of information is included in each paragraph?)</b>
<b>Level of formality (formal / informal / semi-formal? Give examples from the text)</b>
<b>Sentence structure (e.g. complex or simple)</b>
<b>Specific grammatical structures (e.g. do any specific tenses predominate?)</b>
<b>Specific vocabulary (Are there any words / expressions that appear frequently in this type of text? In general, is everyday or more specific vocabulary used?)</b>



# Big Ideas

## Big Ideas in this course:

**Analogy (Finding the general principle):**



**Belonging:** (Pairing, snacks, sharing ideas)

**Contrasting Cases** (Contrasting Activity in class):

**Deliberate Practice** (Writing workshop):

**Elaboration** (Meaningful memory):

**Feedback** (Peer feedback on writing):

**Hands-on**(Workshop and In-class Activity)

**Just-in-time telling**(Recap and idea sharing)

**Listening and Sharing** (Peer feedback discussion)

**Observation**(Observe worked-example of writing)

**Participation**(Paired evaluation/ in-class activity)

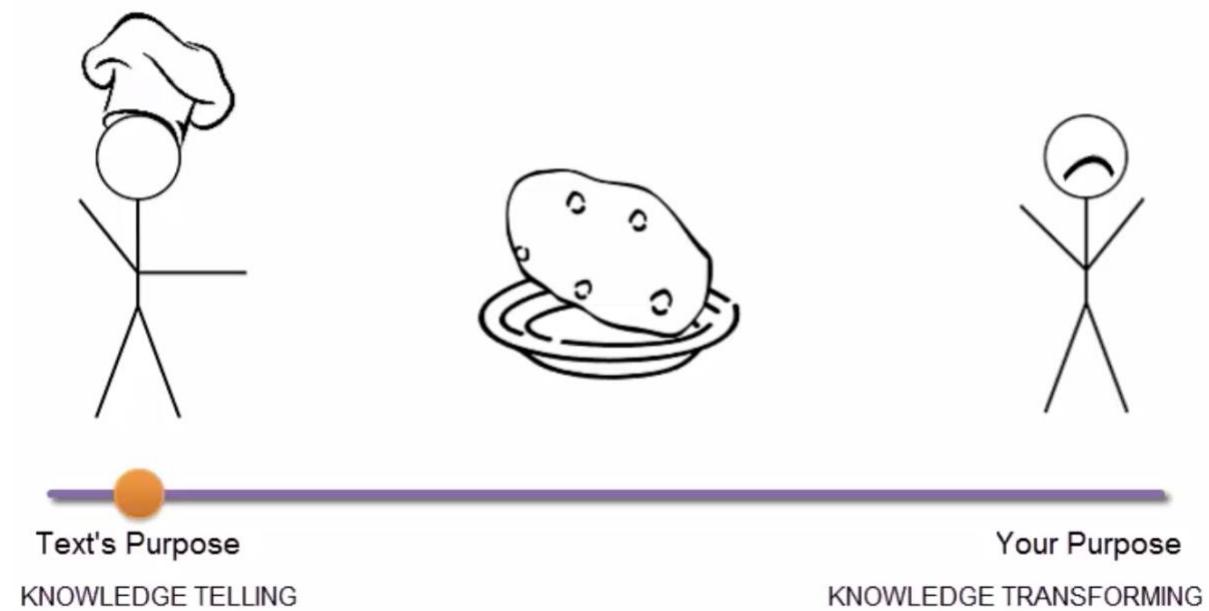
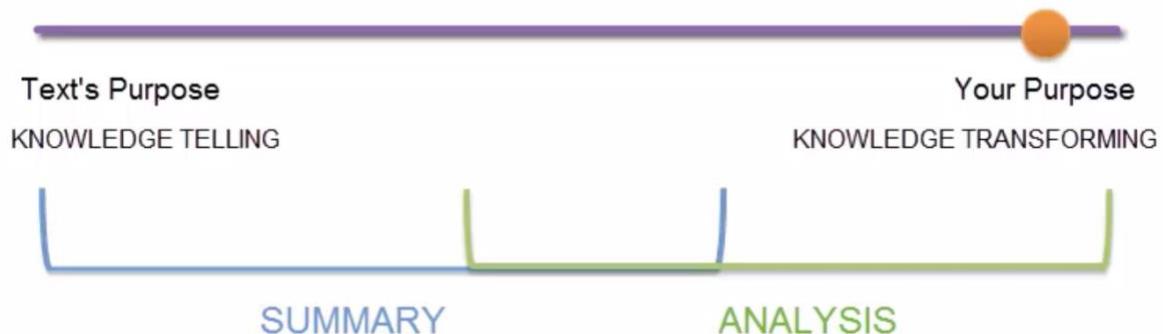
**Question Driven** (Meaningful question for writing strategies)

**Worked Example**(Worked example of successful writer)

**Yes I can** (increasing self-efficacy in writing)

Big Ideas Involved

Unit2, pic 6.2, Knowledge transforming and knowledge telling





---

Text's Purpose

KNOWLEDGE TELLING

Your Purpose

KNOWLEDGE TRANSFORMING

Unit2, pic 6.3, repeat, rephrase and respond:

## Three techniques for paraphrasing

Respond

Rephrase

Repeat

Text's Purpose

KNOWLEDGE TELLING

Your Purpose

KNOWLEDGE TRANSFORMING

Unit 2, pic 6.3, Activity 2:

## Activity 2

Read the text source, and try to judge three sentences and three prompts. Are they more like knowledge telling, or knowledge transforming?

27% of Americans have suffered abusive conduct at work; another 21% have witnessed it; 72% are aware that workplace bullying happens. Workplace bullying is repeated mistreatment and is a form of "abusive conduct." For the first time, we used the definition of workplace bullying that matches perfectly the definition codified in the Healthy Workplace Bill. Thus, we asked Americans to consider only the most serious forms of bullying. Eye rolling may be a part of bullying, but it alone is not sufficient. Non verbal cues coupled with verbal abuse and the tactics of exclusion are delivered by perpetrators repeatedly in order to intentionally harm targeted individuals. The closest analogy to workplace bullying is domestic violence. Bullying is a non-physical form of workplace violence.

*2014 WBI U.S. Workplace Bullying Survey*

<http://www.workplacebullying.org/wbiresearch/wbi-2014-us-survey/>

Unit 2, pic 6.4, Activity 2:

## Activity 2

*Does the company need a policy on workplace bullying?*

Source text

27% of Americans have suffered abusive conduct at work; another 21% have witnessed it; 72% are aware that workplace bullying happens.

Student wrote:

According to the workplace bullying institute, "27% of Americans have suffered abusive conduct at work."

Where on the spectrum would you put the above



## Activity 2

## *Does the company need a policy on workplace bullying?*

Source text

27% of Americans have suffered abusive conduct at work; another 21% have witnessed it; 72% are aware that workplace bullying happens.

Student wrote:

According to the workplace bullying institute, over one in four Americans have been the subject of abusive behavior in the workplace.

Where on the spectrum would you put the above

Text's Purpose  
KNOWLEDGE TELLING

Your Purpose  
KNOWLEDGE TRANSFORMING

### Activity 2

## *Does the company need a policy on workplace bullying?*

Source text

27% of Americans have suffered abusive conduct at work; another 21% have witnessed it; 72% are aware that workplace bullying happens.

Student wrote:

According to the Workplace Bullying Institute, 73% of Americans have not experienced bullying in the workplace.

Where on the spectrum would you put the above

Text's Purpose  
KNOWLEDGE TELLING

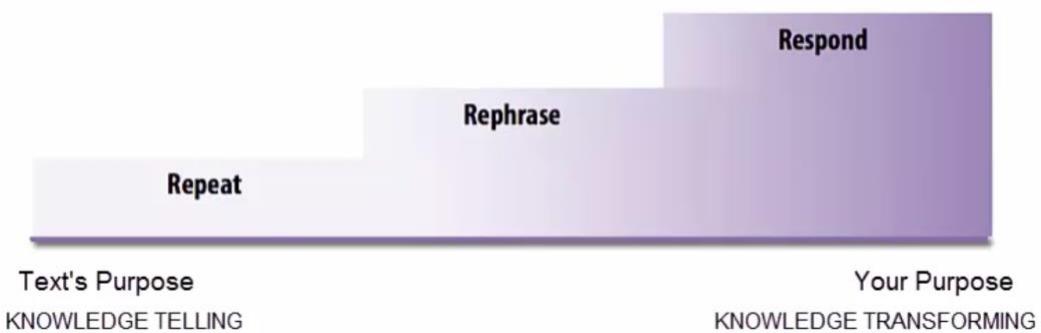
Your Purpose  
KNOWLEDGE TRANSFORMING

Unit 2, pic 6.5, Activity 2:

## Activity 2

Imagine your class has been assigned a series of readings on workplace bullying.

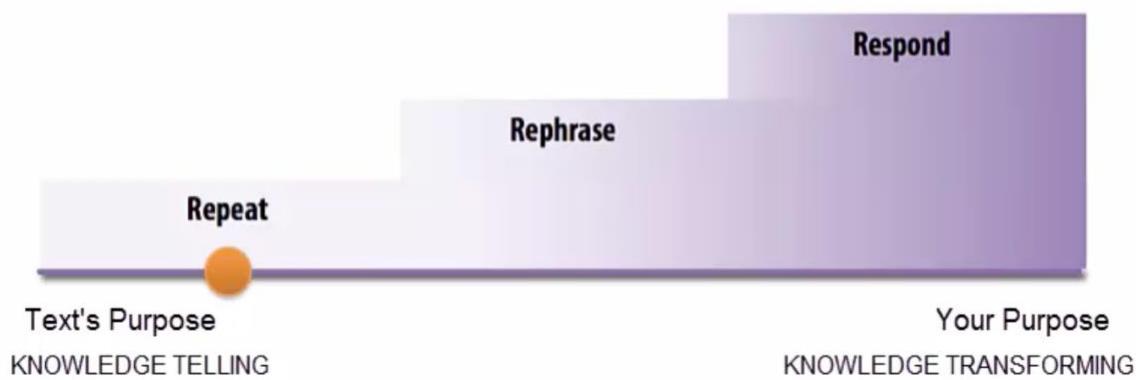
Read the following assignment prompts and rank them to the extent that they require **knowledge telling** or **knowledge transforming**.



## Activity 2

1. Describe how each of the various assigned readings defines workplace bullying.

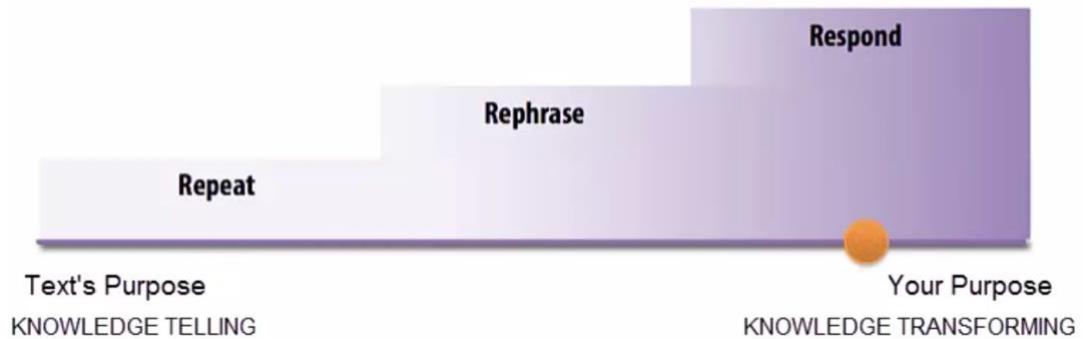
### TELLING



## Activity 2

2. Based on the assigned readings, is bullying a serious problem in the American workplace?

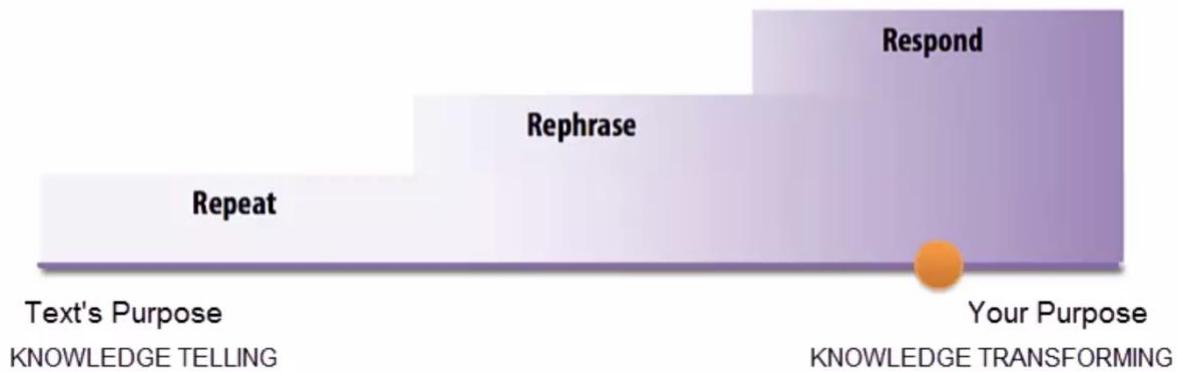
### TRANSFORMING



## Activity 2

3. Jennifer's coworker Morgan continually takes Jennifer's food from the staff refrigerator. Does Morgan's behavior constitute workplace bullying?

### TRANSFORMING

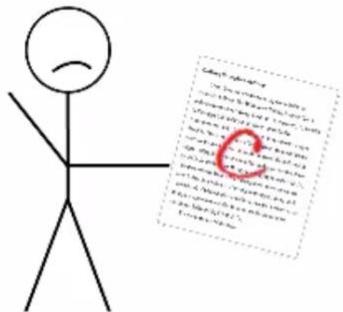


Unit 3, pic 6.6, Reading habits

The more effort you spend reading, the better your writing will be.

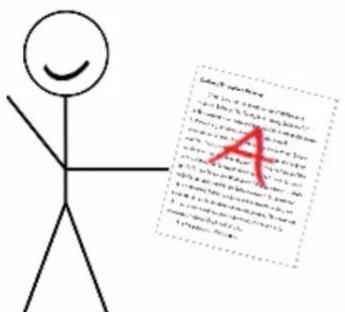


## Habits of weak writers



- Don't spend much time reading and taking notes
- Refer directly back to sources when writing
- Far more likely to repeat source information
- Essay has same purpose as source material

## Habits of strong writers



Read and write in distinct stages:

1. Read and take notes to understand
2. Review notes to draft a plan
3. Use plans to write final essay

Unit 3, pic 6.7, Worked example

## Essay Prompt:

Laws have consequences--both intended and unintended. Laws can be twisted so that they end up hurting the very people they are meant to protect. On the other hand, extreme behaviors do occur in the workplace and it is important to protect people who are vulnerable. Justice and fairness are central american values.

Although "Healthy Workplace Bills" meant to curb workplace bullying have been introduced in several state legislatures, currently only California has adopted a bill against workplace bullying.

Nisha begins by reading the prompt

Review the material below to answer the question: Is workplace bullying enough of a problem to justify a law at the state level? Will the benefits of the current proposed "Healthy Workplace Bill" outweigh the potential unintended consequences? Why or why not? You must cite at least five of the six sources.

She then turns the prompt into a series of questions for her reading

*What is workplace bullying?  
What are the benefits of the bill?  
Any negative consequences?*

★ Good definition, useful stats about bullying

### 1. The Workplace Bullying Institute (WBI) Defines Workplace Bullying

Workplace Bullying is repeated, health-harming mistreatment of one or more persons (the targets) by one or more perpetrators that takes one or more of the following forms:

- Verbal abuse ✓ *Playground? wonder what this looks like ...*
- Offensive conduct/behaviors (including nonverbal) which are threatening, humiliating, or intimidating
- Work interference—sabotage—which prevents work from getting done *unexpected      wow! almost half!*

It is a problem that has invaded the lives of over 37% adult Americans without invitation. In its more severe forms, it triggers a host of stress-related health complications—hypertension, auto-immune disorders, depression, anxiety to PTSD. The person's immediate job and often career are often disrupted. *SERIOUS health implications*

Bullying is mistreatment severe enough to compromise a targeted worker's health, jeopardize her or his job and career, and strain relationships with friends and family. It is a laser-focused, systematic campaign of interpersonal destruction. It has nothing to do with work itself. It is driven by the bully's personal agenda and actually prevents work from getting done. It begins with one person singling out the target. Before long, the bully easily and swiftly recruits others to gang up on the target, which increases the sense of isolation.



*excellent quote for definition!*

Technically, bullying is a form of violence—certainly verbal, but non-physical. One of our preferred synonyms for workplace bullying is "psychological violence." However, violence policies and laws always focus on the acts and threats of physical violence—striking someone (battery), or threatening someone so that they fear being physically hurt (assault). The one exception is the inclusion of verbal abuse in violence policies. So bullying that is verbal, but not physical, is completely legal.

Namie, G. (2015). The WBI Defines Workplace Bullying. In *Workplace Bullying Institute* Retrieved from <http://www.workplacebullying.org/individuals/problem/definition>

## SOURCE NOTES

(Shriar) Most of the time, bullying comes from managers and senior leaders

What about he-said-she-said scenarios? Wouldn't authority figure win every time?

Newer employees might be more vulnerable

→ How do power structures affect these policies?

(Corcoran et al) Formal Dispute Resolution Process, HR departments

If senior employee is bullying new employee, won't HR side with Management?

HR solutions may not be adequate

Also, current policies only cover physical violence (SHRIAR)

Isn't most bullying in the workplace non-physical (like name calling, psychological bullying, etc?)

(Al Karim et al) PRODUCTIVITY

Studies suggest that bullying makes people work harder, makes workplaces more efficient?

Just because something improves productivity, does that mean we should accept it?

Aren't there other things that are more important (wellbeing, etc?)

(Dunn) Survival of the Fittest approach, bullying sparks healthy competition

-Doesn't condone bullying, but doesn't criticize it, either ...

But, is that really how American workplaces function?!

(Shriar) Workplace Morale:

Employees who witness bullying want to quit, too

★ Maybe argue that this kind of competition is BAD for productivity?  
(Cite Shriar here)

(Namie) EVERY OTHER WESTERN DEMOCRACY has a workplace bullying policy

Prompt asks re state-level policies, but wouldn't a FEDERAL LAW be more appropriate?

Thesis: Workplace bullying IS enough of a problem to justify a law at the state level

## Introduction

Provide a definition of WBI

## Benefits

1. Law would make workplace environments more collaborative, less competitive

-Increase productivity, decrease turnover, improve employee well-being

2. Great advance over current practices in place

## Potential Consequences

-Might undermine current HR policies

However, current policies may not protect victims in he-said-she-said scenario

Managers have more power, are likely to win

★ use this first?



## Strategies for knowledge transforming

- Reading the prompt to generate questions
- Noting key words and phrases
- Rewriting ideas in your own words
- Noting points of confusion
- Comparing & contrasting source notes
- Revising notes to draft a plan